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ABSTRACT

The work of the National Advisory Committee on Black Higher Education and Black Colleges and Universities during 1977-1982 is discussed, and information and recommendations on black students and black colleges are presented. After describing the committee's background and functions, the following issues concerning equity for black Americans in higher education are considered: student financial aid; admission, retention, and graduation rates; the role of Targeted Educational Opportunity Programs; the President's Executive Order, the White House Initiative Office, and the private sector initiative; and the Adams case and desegregation of higher education. Recommendations are offered concerning financial aid to low income students, research and teaching assistantships for black students, specific student financial aid programs, approaches to lowering the dropout rate for pre-college students, the use of standardized tests, two-year colleges and articulation between them and four-year schools, graduate/professional education, science/technology and fields that are underrepresented, and targeted programs and support services. Appendices include: highlights of committee reports, including commissioned studies and fact sheets, a summary of recommendations from correspondence and reports, and a list of committee members. (SW)

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HIGHER EDUCATION EQUITY: THE CRISIS OF APPEARANCE VERSUS REALITY - REVISITED

FINAL REPORT OF THE

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

HE 018124

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JUNE 1982

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U.S. DEPARTMENT OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
Washington, D.C. 20202

September 2, 1982

The Honorable T. H. Bell
Secretary
U. S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. Secretary:

This report summarizes the work of the National Advisory Committee on Black Higher Education and Black Colleges and Universities over almost five years and represents the final work of this Committee as a group. It is a sobering report on the lack of continued progress for Blacks in Higher Education.

The fifteen years since 1967 have shown some dramatic changes in the absolute number of black Americans enrolled in higher education. The enrollment bulges have been primarily in the first two years of college and dominated by a disproportionate black enrollment in two-year colleges versus four-year compared to white Americans.

The first five years, 1967-1972: undergraduate, graduate and professional school enrollment showed dramatic gains. By 1972, however, progress in closing the gaps between whites and blacks in graduate and professional schools had already begun to slow down and disappear.

The second five years, 1973-1978: undergraduate enrollment continued to advance but was dominated by a disproportionate enrollment of blacks in two-year colleges. A majority of blacks in college (55%) were enrolled as freshmen in two-year colleges compared to 35% of whites. These patterns resulted in no closing of the gaps between whites and blacks with four or more years of college despite some relative progress for blacks. Graduate and professional school enrollment and graduation progress went into decline both in enrollment patterns and in graduation rates.

The third five years, 1979 to present: undergraduate enrollment trends for black Americans have stalled at two to four percentage points below equity levels of 13 to 14% in enrollment. Year to year patterns show a tendency to go up and down indicating a weakness in enrollment patterns. A major problem exists in graduate

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school enrollment and graduation rates; they are in decline. Professional schools such as law and medicine have had to make extraordinary efforts to avoid an erosion of both the absolute numbers of blacks enrolled as well as a decline in the percentage enrolled.

The fifteen years since 1967 show a pattern that has intensified in the last five years. First, there was a period of rapid expansion of blacks enrolled in college. This rapid expansion at all levels lasted only about five years out of 1972 and 1973. The second five years saw continued enrollment gains at the undergraduate level, but dominated by a disproportionate black enrollment in two-year colleges. Graduate and professional school enrollment increases stalled as early as 1973-74 and have not moved upward since that time.

At its final meeting the members decided to submit to you a compilation of all of the hundreds of recommendations made during the life of the Committee and to emphasize those which it believes are the most crucial in achieving equity for black Americans in higher education and for the continued enhancement of the historically Black colleges and universities.

In the Committee's first Annual Report, Higher Education Equity: The Crisis of Appearance Versus Reality, we noted that, in view of the gains made it may appear that black Americans have achieved equity in access to higher education, whereas in reality this was not the case. This illusion of the status of equity tends to hamper further efforts. Hence, this report, entitled, Higher Education Equity: The Crisis of Appearance Versus Reality - Revisited, is an effort to continue to focus on the unmet goals of true equity. Further, we strongly advocate the establishment of a special advisory group which would continue to monitor national trends and which would have a high sensitivity to the real issues of equity. Our summary statement at the end of this report contains some advice to such a group.

We have appreciated the opportunity to render advice to the chief Federal education official and for the chance to focus national attention on the status of postsecondary education as it relates to black Americans and to the subset of institutions which continue to play an important role in educating black Americans -- the Black college.

Sincerely yours,

Elias Blake, Jr.
Chair

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I. INTRODUCTION

This final report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities represents the culmination of nearly five years of examination of the full spectrum of the higher education of Black Americans and the historically Black colleges and universities and provides a summary of the recommendations and counsel to the Secretary and the Assistant Secretary for Postsecondary Education over this period. At its final meeting, the last sitting Committee reviewed the several hundred recommendations issued during its existence and felt that they are still relevant, despite the fact that some of the recommendations were issued by the previous membership. In addition, the Committee deemed it important to extract from this summary several issues which are seminal for the achievement of equity so as to highlight them and to assure their attention. These issues relate to student financial assistance; factors associated with admission, recruitment, retention and completion of academic credentials; the most successful targeted programs; the President's Executive Order on the Historically Black Colleges and Universities and the private sector; and the Adams desegregation case. In addition, the Committee leaves some unfinished business and therefore this report also contains some counsel for any successor committee which may be concerned with these issues in the future.

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was chartered in December 1976, during the administration of President Gerald R. Ford, for a period of two years, but continued until June 30, 1982 with several renewals. The first meeting was convened in September 1977. The Charter was originally renewed because of difficulties in obtaining resources

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commensurate with its assigned functions. The Charter was extended three times (once for an additional year to December 22, 1979; then for six months to June 30, 1980; and again for two years to June 30, 1982) to allow for a more appropriate time span to respond to the extensive functions outlined in the Charter. Although the Charter underwent several minor changes over the years, the Committee's overall charge remained the same, i.e., to examine all approaches to the higher education of Black Americans as well as the needs of the historically Black colleges and universities (HBC's) and to make recommendations in 12 specific areas (See Charter functions in Appendix E).

The Committee's diagnoses of barriers associated with the achieveing of equity have stood. The analyses of the current status of Black higher education and the accompanying problems filled a void at the Federal level since no other office or agency was addressing these concerns.

It is highly recommended that the Secretary and the Assistant Secretary for Postsecondary Education refer to the Committee's many individual detailed reports and studies for a more indepth rationale for each of the recommendations.

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II. THE COMMITTEE

Background

The establishment of the National Advisory Committee on Black Higher Education and Black Colleges and Universities was not a unique act. The use of Federal advisory committees dates back to the early days of the Nation as a means to heighten citizenship involvement. In more recent years efforts have been made to involve those members of society deemed as less advantaged as a means of giving them a voice in deciding the best course to ameliorate their condition. The establishment of this Committee, therefore, was consistent with the general practice of the Federal Government seeking the advice and recommendations of persons with expertise in specific areas in order to effectively administer Federal programs vis-a-vis Black Americans in higher education and the historically Black colleges and universities (HBC's).

The establishment of this Committee was the culmination of long advocacy by persons interested in achieving equity in higher education for Black Americans and the HBC's. A debt of gratitude is owed to those who labored long for such a committee as well as to the exemplary efforts of Dr. Joffre T. Whisenton, who as Special Assistant to former Secretary of Health, Education and Welfare David Mathews, was influential in creating the climate for the issuing of the first Charter, and to the National Association for Equal Opportunity in Higher Education (NAFEO), who proposed to Secretary Mathews a radical new partnership between the Federal Government and the HBC's. It is as true today as when this partnership was proposed that system supports needed to effect such a relationship on an equitable basis are not in place. An adequate research base, a well defined policy toward Black higher education, a sensitive policymaking and

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program planning process, a much expanded scholarship and research program by Blacks on issues impacting the problems of Black people, a systematized and meaningfully highlighted evaluation and monitoring of improvements in the education of Blacks, a sensitive and meaningful private sector involvement in developments in improving the higher education of Blacks, and a sensitive public sector effort designed to advance the higher education of Blacks (including policy and programs) are the needed structures to accommodate the goals of equity and to create a viable partnership. (Each of these structures is discussed in detail in a Committee report entitled Needed Systems Supports for Achieving Higher Education Equity for Black Americans.)

The Committee has worked diligently to define the way in which the progress of Black Americans in higher education should be reviewed. It has highlighted improvement in the college attendance rates of Blacks while also exhibiting strong concern that significant cuts in student financial aid and targeted programs could halt or even reverse this trend. It has thoroughly outlined the strengths, accomplishments, and contributions of the HBC's, but with exactitude and precision noted the things that must be done to preserve and enhance this unique component of the Nation's diverse system of higher education.

The complex problems generally facing higher education today are compounded for Black Americans and the HBC's. There are problems inherent in the history of Black Americans which require a level of sensitivity in the initiation of solutions and there is no precedent that these problems will work themselves out. Hence, the Committee is unanimous in the belief that since the Federal Government has provided the impetus for many improvements in the condition of Blacks in the

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Nation, the fulfillment of the needs and expectations of Blacks in higher education requires continued, significant input from the Federal Government. Further, it is the Committee's belief that some paths be plotted that the Federal Government, the several States, educational associations and the private sector might utilize as a general guide for achieving equity and the enhancement of the historically Black colleges and universities. It is within this frame of reference that the Committee's recommendations are offered.

Committee Membership

The Committee's Charter called for a membership of 15 individuals conversant with the higher education of Blacks, the historically Black colleges and universities, and/or the public policymaking process. At least five were to be presidents of Black colleges and at least one was to be drawn from the business sector. Individuals were appointed by the Secretary of Education for terms not to exceed three years. When the Charter was renewed, first until December 22, 1979, and then until June 30, 1980, the originally selected Committee was reappointed almost intact. When the Charter was again extended, this time to June 30, 1982, then Secretary of Education Hufstedler appointed a new Committee, retaining the services of five of the original body.

Each Secretary selected a slate of members from nominations submitted by a number of notable individuals and organizations. In making the selections, consideration was given to those qualifications mandated by the Charter as well as such factors as race, sex, geographical location, and type of institution with which associated.

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The Committee operated under the chairmanship of Dr. Elias Blake, Jr., from its inception to the demise of the Charter. In every instance, it was comprised of distinguished individuals from the business and educational community. A well-rounded committee, the members' educational training covered such fields as education, mathematics, science, philosophy, politics, history and law. All have been or are currently in leadership positions in their respective organizations and institutions. In addition to those who served as either college presidents or State university chancellors (five from historically Black colleges) others were from educational associations or foundations and represented the full spectrum of postsecondary institutions. Several were in the private practice of law. All have considerable experience serving on professional boards and committees and collectively displayed extensive knowledge of higher education, Black colleges and universities, and the concerns of Blacks in postsecondary education. A list of all persons who served on the Committee since its formation is provided in Appendix A.

Purpose and Functions

The Secretary of Education has the responsibility (held by the Secretary of Health, Education and Welfare until May 1980) for the administration of various higher education and civil rights programs mandated by statutes. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting not only the general population, but particular segments of society. Thus, the Secretary, as well as the Assistant Secretary for Postsecondary Education, requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of Black Americans in order to effectively carry

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out the responsibilities of the office. It is for this reason that the National Advisory Committee on Black Higher Education and Black Colleges and Universities was established to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities, and to provide advice to the Secretary and the Assistant Secretary for Postsecondary Education. In particular, the Committee advised and made recommendations in the following areas:

> "(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;
>
> (2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;
>
> (3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;
>
> (4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;
>
> (5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;
>
> (6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;
>
> (7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;
>
> (8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentration of blacks;
>
> (9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

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"(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations."

Summary of Activities

Since September 1977 the Committee has convened 22 meetings. Although the vast majority of these meetings were held in Washington, D.C., seven were held on the campuses of historically Black colleges and universities (including two at Howard University in Washington, D.C.). These meetings provided opportunities for the Committee members to review commissioned reports on the status of Blacks in higher education and the historically Black colleges and universities, to discuss trends, to request additional work of the staff, and to reach consensus on recommendations to the Secretary and the Assistant Secretary for Postsecondary Education. The meetings also provided a forum for the community to express its concerns.

The Committee undertook its charge seriously by planning for the production of research reports and data analyses so that each recommendation could be substantiated. From its inception it was the intention of the members to become more than a discussion group. Therefore, it developed a Plan of Action, engaged in substantive activities and called upon the expertise and advice of well known administrators, faculty and researchers prior to issuing its recommendations. Ongoing and proposed Department policies and plans, program regulations and legislative initiatives were reviewed to determine their potential and actual

impact on equity for Black Americans and the HBC's. Although the vast majority of the recommendations were contained in the Committee's formal reports, many were forwarded via correspondence as the occasion required.

The Committee was also concerned with the progress in carrying out the court order under Adams and generated support for the various Presidential Directives and Executive Orders on the HBC's.

In all, the Committee issued 10 detailed research reports, 5 substantive annual reports, 11 Fact Sheets, commissioned 19 studies and submitted over 200 distinct recommendations. Despite the intermittent problems with securing personnel and financial resources, its record stands as one to be emulated by other similarly established advisory groups. The recommendations ranged from achieving initial access of Black Americans to higher education to completion of the terminal degree, from areas related to high school counseling to the need for Black faculty and administrators, from data collection to policy implementation and from general legislative initiatives to specific targeted programs.

Although a composite summary of all of the recommendations is provided in Appendix C, the Committee deemed it necessary to highlight some of the most important recommendations in this report. Hence, in the following section several of the more urgent issues are reviewed and recommendations are provided to reinforce and to reiterate their importance to achieving equity for Black Americans in higher education and the enhancement of the HBC's.

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IXI. FINAL RECOMMENDATIONS

The National Advisory Committee on Black Higher Education and Black Colleges and Universities has provided far-reaching advice on a number of significant issues on every aspect of the education of Black Americans and the Black colleges and universities. In terminating its responsibility as a result of the ending of its Charter, the Committee has summarized the major concerns and recommendations which it has produced over the past almost five years. The purpose of this document is to provide that summary in a concise and helpful format such that it will be useful to those interested in the future of the higher education of Black Americans and the historically Black colleges and universities (HBC). 1/

The recommendations are, as a result, related in two parts. This section highlights the major and most significant issues about which the Committee is concerned. The second part, located in Appendix C, provides the complete listing of every recommendation which the Committee made during its life and is the basis on which this section is constructed.

This section contains a general statement reflecting the Committee's concern about the changing mood in America toward the social, economic and educational needs of Black Americans and expresses the Committee's unequivocal belief in the need for a strong, continued Federal role as advocate and ally in the pursuit of equity. Second, it discusses and makes recommendations on the major issues which have the greatest potential for impact on the future of Black Higher Education.

1/ The Committee arrived at the following definition of an HBC — Historically Black colleges are institutions that were founded primarily for Black Americans, although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to Black Americans for at least two decades, with most being 50 to 100 years old.

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These issues are:

- o Student Financial Aid as it affects access and equity
- o Blacks in the Education Pipeline - including rates of admission, retention and graduation
- o Role of Targeted Educational Opportunity Programs in achieving equity
- o The President's Executive Order, the White House Initiative Office, and the private sector initiative as facilitators in enhancing the historically Black colleges and universities
- o The Adams case and desegregation of higher education, and finally--
- o Some counsel for any successor advisory committee

Each issue is set out descriptively, followed by background information and the Committee's recommendation(s).

General Background Statement

Slavery and involuntary servitude of the magnitude and intent practiced upon Black Americans has no parallel in our era. The implications of a system which compelled an entire race to submerge, practically to extinction, its natural urges for freedom and self-reliance, still, even today, affect the social, political, economic and educational life of Black Americans. Since its insidious introduction to America, the system of racial repression has been a curtain behind which America has indulged its most base and denigrating practices. There are still a few Americans who view major improvements in life for Black Americans as retrogression.

Black Americans still find themselves fighting to become a part of this society. It has been a fight which has been made easier and somewhat successful over the past 15 years because of the alliance and advocacy of the Federal Government.

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The prospects of a retreat in this necessary Federal role is at least disconcerting, and at most unconstitutional.

Black Americans have made advances in most areas of the social, economic, political and educational life of this country. This in no way suggests the completion of a goal of equity for Blacks in these areas. Blacks still earn only about half of the median income of whites. Still, disproportionately fewer Blacks are involved in any form of schooling. But the fact remains that since the 1970's, during the period when civil rights advocacy and effectiveness of affirmative action were at their zenith, median incomes for Blacks did increase at a faster rate than did the population as a whole and the rate of graduation from high school and college for Blacks showed a notable increase.

Without the influence and intercession of the Federal Government, it is unlikely that these changes would have taken place. The Federal Government, through the Executive, Legislative and most particularly, the Judicial branch, has been the chief advocate of the rights of Black Americans and assurer of their basic rights as specified by the Constitution.

It is inconceivable that any consideration would be given to a decision to remove the Federal Government from its facilitating role. The 1970's were the beginning of a positive era in Federal assumption of responsibility for assisting Black Americans in upholding the Constitution as it affects Black Americans. It is the failure of the Federal Government historically to properly enforce the Constitution that gives rise to the unfinished business of equity which the Nation faces today.

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The basic question is one of constitutional responsibility. What cannot be questioned is the fact that the Thirteenth, Fourteenth and Fifteenth Amendments, which clearly delineate the rights of the newly freed slaves, were adopted. Each one of these Amendments states explicitly that Congress will enforce it with appropriate legislation, by implication prescribing a constitutional mandate for the National Government to ensure the rights and privileges articulated therein. It is these constitutional amendments with the gloss and temperance of civil rights legislation in the era of the 1950's and 1960's that make clear the Federal role, obligation and responsibility in this domain.

Thus, even if there are limited concessions which can be made to a Federal withdrawal from responsibility in some areas, the Federal Government cannot withdraw from its obligation to do justice to Blacks because there are three compelling constitutional amendments which cannot be ignored.

Nevertheless, when President Reagan told the delegates to the 1981 NAACP national convention to "hitch your horse to a new wagon," he was in effect summarizing the shift in the national role of the Federal Government. The current Administration has set out to redefine the authority and jurisdiction of the Washington establishment. For America's Black citizens, this philosophical transition portends enormous adverse consequences. The historic posture of the Federal Government as a guarantor of the social, political, and economic rights of Black Americans remains no less critical today to the continued advancement of racial justice in this country.

In education, the Federal role has been dramatic, clear, and unequivocal. During the last twenty-five years the Federal record in education stands as one of the most significant achievements in America. In fact, the strides in Black

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educational advancement have fostered a national sense of constant upward movement in all areas, and have belied the very real decline in general socioeconomic progress for Blacks. Equity in education at all levels is the bedrock. If this does not exist, then it is impossible to achieve equity in other areas, such as employment and housing.

The positive impact of Title I on the Nation's elementary and secondary schools is now an established fact. The TRIO programs have proven highly effective in assisting disadvantaged students in gaining access to and succeeding in higher education. With the rise in Federal student financial aid, Black enrollment has tripled and, for the first time, the proportion of Black undergraduates is approaching that of Blacks among the college-going age group. The common denominator in this progress is the Federal Government's acceptance of its responsibility to promote equity in education.

Student financial assistance is the principal Federal vehicle to advance equality of opportunity in higher education. As such, Washington serves as a prime mover in facilitating the advancement of Black educational attainment. Lest it be confused as discretionary, the Committee emphasizes that this commitment emanates from the Federal Government's Constitutional obligation to act as guarantor of the rights of Black America.

Progress in education has been achieved by the Federal Government exercising its responsibility to fulfill the promise of the Thirteenth, Fourteenth, and Fifteenth Amendments which were written specifically to provide equal protection for Blacks by eradicating the vestiges of slavery and overcoming past injustice. Student financial assistance has clearly proven productive in reversing racial

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discrimination in higher education and stands as conclusive evidence that the Federal influence can be overwhelmingly positive in promoting equal opportunity.

In higher education, as well as civil rights, progress for Blacks remains critically dependant on the force of Federal determination. The dominant theme in all the Committee research indicates that when the Federal resolve remains firm, i.e., in undergraduate education, Black achievement continues to advance. When that role becomes diminished or ambivalent, i.e., at the graduate and professional levels, progress halts and actual decline ensues. History provides a clear parallel to this phenomena. Under the protection of the Federal Government, Blacks won and used the right to vote in the years immediately following the Civil War. In the 1870's and 1880's, the Federal Government weakened in its resolve, withdrew its commitment, and left the matter up to the States. As a result, the Black franchise in the South was lost for almost a century, not to be regained until 1965. The Thirteenth, Fourteenth, and Fifteenth Amendments were clear in their intent to make former slaves citizens in all respects. The Federal Government then must not only serve as guarantor of those rights but as a forceful guarantor. Equal protection carries with it Constitutional authority to be fashioned so that racial justice is ensured. The Federal Government cannot ignore it, cannot diminish it, cannot turn it over to the States. No American leader can soften leadership on this bedrock issue of racial justice and not have Black America feel the negative shock waves.

Many of the changes proposed by the Administration, will alter the Federal role in education, and this represents a fundamental lack of understanding of the plight of Black families. With median family incomes of Blacks in 1981 just 56

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percent of whites,[2] Black Americans have no hope of seeing their children attend college without the Federal help that is promised by the Constitutional mandate to ensure full rights of citizenship. Affirmative action is under serious fire; the Justice Department is backing off from vigorous school desegregation; and the Labor Department has slackened the guidelines under which the monitoring of Federal contracts takes place.

The shock waves of fear from Black parents who know that the cumulative effect of reduced PELL Grants, less direct-loan dollars, the loss of food stamp and social security benefits, and the lower availability of guaranteed loan money will be to shut off the prospects of college for a host of Black youth. The recision of administrative allowances for loans and other aid, and the cutbacks in support for arts and humanities will strike devastating blows to historically Black colleges and other institutions which enroll substantial numbers of students on financial aid at a time when more efforts should be made in these areas.

These changes threaten to bring the current focus of student financial assistance to a halt. There is no evidence that the States or any other segment in society will assume the responsibility for replacing the funds the Federal Government is withdrawing. Most Black families with one or more children in college are already making sacrifices of a magnitude unknown to more solidly financially able middle-class families.

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[2] U. S. Bureau of the Census, Current Population Reports, Series P-60, No.134, Money Income and Poverty Status of Families and Persons in the United States: 1981, p. 1.

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Many of these college students will choose not to ask their struggling families for even greater sacrifices. They will not go to college or they will drop out into an economy already straining in its capacity to produce entry level jobs for uneducated or undertrained youth. The resultant unemployment of prospective students will create new demands on social programs already slated to be reduced and will deny the Government the tax revenues which college graduates provide. As was the case with the franchise when the Federal Government reduced its role, so will be the impact of the sharp drop in funds available for financing postsecondary education. Progress already gained will be threatened and the likelihood of regression comes to the fore. For every substantial cut, the social cost will be enormous because many poor students will not be able to continue their education and thereby realize their potential to be successful, productive contributors to the economy.

Recent outbreaks of violence directed at Blacks and increased activities of hate groups, such as the Ku Klux Klan, are having tremendous impact in the Black community. When these events are coupled with the Administration's budget-cutting proposals in education and social services, it should come as no surprise that Black America suffers a heightened sense of fear and anxiety. There is no legitimate philosophical view of the role of the Federal Government that can permit the diminishing or withdrawal of its special historic commitment to Black citizens.

This Adminnstration must be aware of its duty to speak to the issue of racial equity and must articulate a forcefully stated exception in specific racial terms to this new philosophy of a diminished Federal authority. The Constitution demands that social justice be maintained and pursued. If that pursuit is reduced or shifted to other levels, it marks a return to a period of history

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noticeable for the lack of protection, disregard of the physical safety, and the absence of an equitable chance of upward mobility for many Black youth. If Federal programs to meet that solemn and historic responsibility are allowed to wither, the consequence will be the erosion of the most fundamental precept in American life: that no man or woman have any artificial impediments to his or her chances of education, work, and a freely chosen place to live. The Federal role in education is good for America as a world leader and it is good for its relationship with that majority of our planet which is nonwhite. Racial justice is an historic National issue, the commitment to which cannot be abdicated.

Student Financial Assistance

The need for student financial assistance runs deep for all economically disadvantaged students regardless of racial or ethnic status, but especially is this the case for Black Americans who have a higher proportion of its population so classified. Since it is politically wise and naturally ethical that all citizens have a right to that form of education which they are capable to pursue, it is essential that special attention be given to the group with the greatest need. The gains that have been made in the enrollment of Blacks in higher education are directly keyed to the area of student financial assistance. In the years ahead, with general declines expected in higher education enrollments and with escalating costs for tuition and other expenses, the Federal student financial assistance programs will be paramount in assisting Black students in pursuit of higher education opportunities.

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Recommendations

1. That Federal student assistance programs better address the higher education needs of the lowest income groups in this country.

2. That institutions of higher education improve the packaging of financial aid and institute a more relevant needs analysis system for economically and educationally disadvantaged students.

3. That Black students be given greater access to all sources of funding, especially research and teaching assistantships, and be provided with additional funding for graduate and professional school programs.

4. That graduate and professional school fellowships for Black students (including the Graduate and Professional Opportunities Program) continue to be targeted in fields where Blacks are severely underrepresented.

5. That Pell Grants and Supplemental Educational Opportunity Grants be retained as a major part of any viable Student Financial Assistance program for low-income/Black students. The Guaranteed Student Loan Program and National Direct Student Loans should not be the basic assistance programs for the poor.

6. That SFA officers and counselors provide advance information to Black students on the extent of loan repayment costs after graduation.

7. That interest on loans not begin until the student leaves school.

8. That GSL costs be controlled by an income cap and a needs analysis that realistically determines unmet financial needs of families at or above the income cap.

Participation of Black Americans in the Pipeline

The attrition rate of Black students as they move through the education pipeline is a major obstacle in the improvement of the overall level of education of Black Americans. It is estimated that 12 percent of Black Americans who enter formal education complete college and only 4 percent go on to complete graduate school (in both instances these rates are about half those for whites, 23 and 8,

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During the latter part of the last decade, the number of poor Black families increased and in 1981, 34.2 percent of the Black population was below the poverty level. According to the U.S. Bureau of the Census, Black median income was $13,266 compared with $23,517 for whites.

Blacks are disproportionately represented at the lower income levels. In 1980, 41 percent of the Black families fell in the bottom fifth of the population in terms of income while the highest fifth was 95 percent white.3/ However, the median income of college-educated Blacks is more closely akin to that of their white counterparts. Education, therefore, is one of the best means for increasing the economic upward mobility of the Black population. Over the last fifteen years, Federal student financial assistance programs have provided a means by which students from the lower economic levels have been able to enroll in higher education. In 1980, 55 percent of the (mostly Black) freshmen at the historically Black colleges and universities (HBC's), compared to 14 percent of freshmen at all four-year colleges, came from families whose annual income was less than $10,000. They were able to enroll in college with student financial assistance.

At the graduate and professional school levels, Blacks rely more heavily on their own personal earnings, savings and loans than the majority group or nonresident aliens to complete graduate school. Thus, they are often forced to engage in part-time rather than full-time study, complete their training with a disproportionately higher loan burden and take a longer length of time to complete their requirements.

3/ U. S. Bureau of the Census, Current Population Reports, Series P-60, No.127, Tables 4 and 5. As cited in undated News Release issued by the Leadership Conference on Civil Rights (around 05/04/82).

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respectively).[4] This is a tremendous loss of talent and potential contributors to American Society. The disproportionately higher losses occur in secondary school, in the transition from high school to college and then escalate for successive higher training levels. The Ford Foundation's Commission on the Higher Education of Minorities estimated that 28 percent of all Black students are lost before high school graduation.[5] In 1980 Blacks, represented 13.5 percent of the college age population; 69.7 percent of Black 18-24 year-olds were high school graduates (82.5 for the white population; and the Black representation of the total number of academic degrees awarded showed the following downward progression through the pipeline -- 9.1 percent of the Associate degrees, 6.5 percent of the Bachelors, 6.4 percent of the Masters, 3.9 percent of the Doctorates and 4.1 percent of the first professional degrees). The proportions are even more dismal when examined for specific disciplines, especially in the high growth areas of the physical sciences and engineering.

For some time now, the Committee has sought to call attention to the decline in the number of Black students in advanced education. Confronted by the threat of an imminent crisis in graduate education as a whole, the higher education community has begun to explore various alternatives to bring renewed force to its commitment to equity in advanced education. With this in mind, the Committee urges once again that both the numbers and proportions of Blacks across the broad range of graduate and professional education must be increased. The time has come to understand that equity is not merely a concession to those who have historically been denied the chance to take part. Rather, it stands as a viable strategy to ensure that America's most treasured resource, the capabilities of

4/ Higher Education Research Institute, Inc., Los Angeles, Ca. Final Report of the Commission on the Higher Education of Minorities, p. 14.

5/ Ibid, p. 15.

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its people, is not squandered. Educational equity, in short, is a National investment.

- Several factors are major contributors to the higher attrition rate and skewed academic field selection for Black students: inferior elementary and secondary education, inadequate counseling, inappropriate utilization of standardized tests, inadequate articulation between 2-year and 4-year colleges, lack of financial aid and fellowship opportunities for graduate and professional education and a dearth of Black professionals at the policymaking levels. Recommendations for ameliorating each of these conditions are given below, which if implemented, could substantially reduce the attrition of Black students as they progress through the educational pipeline.

Elementary - Secondary Schools. In one of the Committee's early reports, Access of Black Americans to Higher Education: How Open is the Door?, inadequate educational programs and other factors operating at the elementary-secondary levels were cited as barriers to the achievement of equity for Black Americans in access to higher education. We note that the statistical profile for Blacks has not improved since that time. In October 1980, 23.4 percent of all Blacks aged 18 to 24 years old, or 832,000 Black young people, were not enrolled in school and were not high school graduates (compared with 14.4 for whites).6/ This is an increase of 3 percent since October 1977 in the number of Black youth not in school and not high school graduates.

6/ U. S. Bureau of the Census. School Enrollment - Social and Economic Characteristics of Students: October 1980, (Advance Report), P-20, No 362 (May 1981), Table 6.

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Further, the percent of Blacks in this same age group who were enrolled in college declined from 21 percent in October 1977 to 19.4 percent in October 1980.

To reverse this trend of underachievement and to lower the dropout/push-out rates for Blacks, we submit the following:

Recommendations

1. That the quality and effectiveness of teaching at elementary and secondary school levels be improved and special compensation be provided to attract and retain committed professionals.

2. That extra resources be allocated to predominantly Black/low-income high schools and student-teacher ratios be reduced.

3. That the HBC's be utilized to develop model teacher training programs which respond to special needs of Black students in the Nation's classrooms.

4. That the Federal Government equitably and effectively enforce Title VI of the Civil Rights Act of 1964 and in so doing focus on the elimination of discriminatory treatment of Black students in special education placements, disciplinary actions, ability grouping/tracking, misuse of tests, and other infringements to the Civil Rights of Blacks which create barriers to higher education access.

5. That the Federal TRIO programs be expanded to increase the number of Black students who participate and that exemplary programs be identified and information on them be disseminated for replication in other areas.

Impact of Testing on Blacks in Education. The issues of standardized testing as they impact on the higher education achievement of Black Americans have tremendous economic implications. Blacks, Hispanics, and American Indians do not tend to score as well on most standardized tests as do the majority group. The standardization of such tests tends to be suspect in producing this outcome. The fact remains, however, that the use of tests of all kinds is on the rise. Given

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the rate of failure of minorities on these tests and the reliance of employers and higher education institutions on them, it seems likely that there will be increased implications for the future economic well-being of minorities if tests continue to be used as barriers rather than as diagnostic and prescriptive tools as they are designed to be used.

Recommendations

1. That standardized tests no longer be used as the chief mechanism for admissions to higher education and employment.
2. That a number of proven measures, such as grade-point average and personal recommendations, be used in connection with test scores in making educational and employment decisions.
3. That where tests are used, access to coaching be made available to all and that income not be a barrier to taking advantage of such coaching.

Role of Two-Year/Community/Junior Colleges in Higher Education of Black Americans. The 2-year college sector is a significant variable in the higher education of Black Americans. In the fall of 1980 -- 42.4 percent of all Blacks enrolled in college were in two-year institutions. This figure compares with 37.1 percent for the total population and 34.0 percent for whites. Blacks thus tend to be more highly concentrated in the 2-year college sector -- often in programs that will not necessarily give credits toward a baccalaureate degree. Such statistics produce a controversy among educators concerned about the education of Blacks, the basis of which is recognition that (1) there is a place and a need for the 2-year colleges in providing education to those not desiring a baccalaureate degree, and (2) the concern that the 2-year colleges may be draining off a significant portion of Black students who are potentially 4-year degree seekers and tracking them into dead-end, low-level, low-paying occupations. If the latter is in fact the case, then there is concern for the future of a Black professional class.

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Recommendations

1. That a study be conducted which will give a true picture of the matriculation process in the 2-year college sector to determine if in fact there are disproportionate numbers of or deleterious impacts upon the future of a Black professional class.

2. That an articulation mechanism be established between the 2-year colleges, the Black colleges and the rest of higher education to assure that increased numbers of Black students continue beyond the 2-year colleges to the baccalaureate, graduate and professional degrees.

> "We need a strong recommendation about the articulation between 2-year colleges with large Black enrollment and 4-year colleges. Now 55% of the Black freshmen start college in a 2-year school. If financial aid cuts occur at some of the projected levels, that percentage of Blacks entering 2-year colleges could rise to 65 or 70%.
>
> "We then must get a larger proportion of these students to transfer to 4-year colleges or face a widening of the gap between whites and Blacks graduating from college."

Elias Blake, NACBHEBCU
President, Clark College

Graduate and Professional Education. Black participation in graduate and professional education remains exceptionally low and in recent years the situation has actually deteriorated. The year 1976-77 stands as a turning point for Black graduate participation in that actual enrollment and proportional representation has receded from those levels in subsequent years.

Black graduate enrollment fell to 60,059 in Fall 1980, an 8 percent drop from the peak of 1976-77. However, during this period, total graduate enrollment rebounded from a slight 1978 drop and surpassed 1,100,000. Blacks comprised 5.5 percent of total graduate enrollment in 1980.

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Despite numerical growth, Black first-professional students comprised only 4.6 percent of the 1980 total, compared to 4.5 percent both in 1976 and 1978. Black graduate and professional students still rely disproportionately on HBC programs for access to advanced educational opportunity. In 1980, almost 19 percent of all Black graduate students were enrolled in 34 HBC graduate schools and over 22 percent of all Black first-professional students in 11 HBC professional schools.

As a starting point, equity for Blacks in graduate and professional education can be met through the forceful execution of the Administration's policy of support for the historically Black colleges and universities at the same time as efforts are made to reduce attrition and encourage production of Black scholars and professionals at majority institutions. The HBC's, institutions founded fifty to a hundred years ago primarily for Black Americans, have long served as a fertile breeding ground for Black graduates who ultimately emerge from the end of the pipeline. Between 1975 and 1980, 52 percent of the Black Ph.D. recipients had earned their baccalaureate degree at an HBC.

Recommendations

1. That the number of Blacks enrolled (especially full-time) in graduate and professional degree programs be increased through a more active program of support at the Federal level and increased initiatives at the institutional level.

2. That the private sector (industry) provide support and funding to encourage Black employees with potential for success in the science and technological fields to pursue advanced degrees.

3. That greater opportunities be afforded Black students to participate on major university research projects providing graduate assistantships. This increased participation would provide financial assistance as well as experience for the students.

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4. That quality graduate and professional programs at the historically Black universities which produce significant numbers of Black professionals be viewed as models for other institutions of higher education.

5. That recognition be afforded the historically Black colleges and universities which grant baccalaureates to over 50 percent of all Black Americans who eventually earn doctorates.

Science/Technology and Other Underrepresented Fields. Fall 1980 data reveal that Black graduate students are still minimally represented in the sciences and engineering fields. While Black students made up 5.5 percent of total graduate enrollment, they comprised 1.6 percent of graduate enrollment in agriculture, 2.9 percent in biological sciences, 1.5 percent in engineering and 1.9 percent in physical sciences. Furthermore, the proportions in all of these fields were even lower for full-time students.

Recommendations

1. That the Federal Government in recognition of the Nation's science and technological needs, sustain and increase programs geared to improving science and math curricula in the public schools and institutions of higher education.

2. That more programs, modeled after those of industry and scientific associations, be developed to increase Black participation in scientific and technical fields.

Increasing Black Professionals. In the Committee's report on Needed Systems Supports for Achieving Higher Education Equity for Black Americans, the human resource system support was perceived as the most significant system support designed to foster Black higher education and to enhance the historically Black colleges and universities. Two reasons were provided for this conclusion: (1) the development of human resources among Black Americans which is on par with whites is essential to the attainment of equality of opportunity guaranteed by the Consititution, and (2) policymaking is a process which is interest group

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dominated; Blacks must be included in positions of leadership to assure an inherent sensitivity to the concerns of Black people. In our research we found that:

1. In those Federal agencies with an education mission, Black representation at the GS-14-18 grades is less than 4 percent.

2. Less than 7 percent of the college trustees in the Nation are Black.

3. Blacks make up 7 percent of the administrators in higher education, but the historically Black colleges (HBC's) employ one-third of all the Nation's Black administrators.

4. Blacks make up only 4.4 percent of all higher education faculty, one-third of whom are employed by the HBC's.

5. Blacks are significantly underrepresented at the decision making level in foundations, educational associations and in research.

Based on the above, the following recommendations are offered to increase the number of Black professionals:

Recommendations

1. That universities and colleges recruit and hire more Black faculty, administrators and staff.

2. That equity for Black faculty and staff be achieved in appointments, promotions, tenure, and salaries.

3. That the representation of Blacks be increased in positions which carry broader responsibilities both within the institutions, as well as in policymaking positions within government, educational associations, and foundations.

4. That financial support be provided to increase the number of Black faculty and administrators who hold the doctorate degree.

5. That vacancies on governing boards of higher education be filled with members of underrepresented groups, especially Black Americans.

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Targeted Programs/Supportive Services

"Special programs have enabled a category of minority students to get into college and have provided a kind of support . . . that makes it possible for students to graduate."

Connie Sutton, NACBHEBCU
Vice President for Professional Services
American Association of Community and Junior Colleges

"In reviewing Title III, there was a recurring refrain that these schools were expected to graduate from the program and become self-sufficient. If MIT (Massachusetts Institute of Technology) is not self-sufficient enough to be rid of government assistance, and Stanford, and others, it seems to be a contradiction to expect these schools, which have been without proper funding for 100 years, to become self-sufficient."

Albert Manley, NACBHEBCU
President Emeritus
Spelman College
Atlanta, Georgia

"The plain fact is that universities like ours could not survive in their present form without federal support."

Derek Bok, President
Harvard University
The President's Report
1980-81

In carrying out its responsibility to promote educational opportunity for all citizens, the Federal Government has initiated a number of targeted programs designed to facilitate higher education access, retention, and graduation for

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underrepresented groups (minorities, women, the handicapped, etc.). Some of these programs have aided Black Americans in undergraduate and graduate education. These activities are pursued on two levels: the institutional level, providing support for schools which enroll large numbers of minority students, through programs such as Title III, Minority Institution Science Improvement Program (MISIP), and Minority Biomedical Support (MBS); and the individual level, providing supportive services through the components of the TRIO program, Talent Search, Upward Bound, Special Services for Disadvantaged Students, and Educational Opportunity Centers.

As a result of current Federal efforts to cut spending, the future of these Special Programs is in jeopardy. Despite their success in contributing to Black educational achievement, the whole array of targeted programs and supportive services has been subject to recent criticism on two fronts. First, some theorists contend that these programs have indeed been so effective that they are no longer necessary. With the momentum of progress snowballing so rapidly, it is said, Black students themselves need only to take advantage of the multitude of opportunities that have been afforded them. On another front, Title III, TRIO, MBS, Minority Access to Research Careers (MARC), and other targeted programs have been accused, by definition, of "stigmatizing" Black institutions and Black students who require these types of special assistance. In this regard, these programs are damned by the very conditions which led to their creation.

Targeted programs have contributed full-scale to the educational accomplishments of Black Americans. To redress the categorical denial of funds to historically Black colleges, Title III of the Higher Education Act (Aid to Developing Institutions), was implemented by the Federal Education Office in 1965 to target Federal monies to these institutions for administrative and curriculum

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enhancement. At least as important, participation in the Title III program has often served as a springboard for increased funding from other sources, such as State governments, foundations, and alumni. At Jackson State University, for example, Title III activities have led to State funding for 10 additional buildings and to the establishment of the Development Office which has successfully pursued over 100 research projects amounting to almost 4 million dollars. Supportive services provided by TRIO have identified and encouraged minority students with the potential to undertake postsecondary education. About 91 percent of typical Upward Bound participants, for instance, entered some type of postsecondary institution, compared to about 70 percent of comparable nonparticipants. Programs to promote minority participation in underrepresented fields have enabled Black institutions to strengthen their faculty and course offerings and have encouraged Black students to embark on research and science careers. For example, the MBS program, in FY 1980, provided over 14 million dollars in support of approximately 2,000 undergraduates, graduate students, and faculty researchers at 80 schools, 44 of which were historically Black.

Much of the argument against these special programs vastly distorts the conditions which they were intended to counteract. All current statistical indices point to the fallacy that educational equity has been achieved. Parity in degree attainment, graduate and professional enrollment, and representation in sciences and engineering will be attained only when Black family income rises above the level of 60 percent of white families where it is today. Contrary to much of the current beliefs, Black students and Black institutions are not the sole recipients of these special services. Black colleges in FY 1981 received only 28.5 percent of Title III funds and more low-income, academically underprepared white students benefit from supportive services than do Blacks.

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The conditions still exist that targeted programs were designed to counteract. Black students are still served by the special focus these efforts provide. As was the case with other groups who profited and continue to profit from these programs, targeted and supportive services will engender a critical mass of Black students which, once achieved, can create its own support, thus ensuring self-perpetuation. Similarly, it is unreasonable to expect that one hundred years of funding neglect suffered by Black institutions can be overcome by fifteen years of limited Title III support. The 42 million Title III dollars split among 63 historically Black colleges pales dramatically in comparison to the 4 billion dollars the Federal Government spends each year in higher education for research and development funding alone. If Black colleges were equitable partners in the Federal research and development relationship with higher education, the need for the Title III lifeline would no doubt dissipate. In FY 1979, 44 historically Black colleges received Federal research and development funding of 29 million dollars, 0.7% percent of the National total.

Recommendations

1. That the Federal Government meet its responsibility to maintain targeted programs and supportive services, at funding levels adequate to accomplish their tasks, to achieve parity in postsecondary education. While these special efforts have contributed to the increased participation of Black students and the enhancement of Black institutions, the economic and social barriers which led to the creation of these programs continue to impede Black educational achievement.

2. That the Federal Government, as well as higher education institutions themselves, acknowledge the legitimacy of special programs whose mission has yet to be fulfilled. Black students are disproportionately in need of these kinds of efforts because Black students are disproportionately low-income, economically and socially disadvantaged, and academically underprepared.

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3. That until such time as historically Black colleges are included as partners in the mainstream of Federal higher education funding, mechanisms such as Title III must serve to generate the movement other institutions take for granted. If this support is withdrawn, the National investment via Title III will be lost and the gap between Black and white educational status will widen at a time when America can no longer afford to squander educational potential.

Implementation of Executive Order 12320

> "Yes, we want the private sector initiative. That's only to help us become better, but the private sector initiative in no way relieves the Federal government of its obligation to continue to play a role in the development of our institutions."
>
> Frederick Humphries, NACBHEBCU
> President
> Tennessee State University

The President's Executive Order on historically Black colleges and universities (HBC's) issued in September 1981, recognizes the almost total lack of participation by historically Black colleges in the programs of Federal agencies. The Order requires that a government-wide effort be undertaken to determine that the historically Black colleges and universities are able to equitably participate in Federally sponsored activities (contracts, grants, programs, etc.). It also requires that Federal agencies take steps to achieve a significant increase in the participation by historically Black colleges and universities in Federally sponsored programs and stimulate initiatives by private sector businesses and institutions to strengthen the historically Black colleges. Despite the fact that an Executive Order had previously been issued, little appreciable change has taken place in HBC involvement. The latest Executive Order, ideally perceived and implemented, offers tremendous potential for strengthening the historically Black colleges and universities, to advance the development of human potential and to overcome the effects of discriminatory treatment.

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The Black higher education community is very concerned that the efforts by the Executive Order be successful. Without some renewed effort in the near future there is a general feeling that the Order will lose its momentum.

Recommendations

1. That the Secretary require the immediate development by the White House Initiative Office (WHIO) of specific plans which it will follow for implementation of the Executive Order (EO), and that these plans be submitted for review by the Presidents of the HBC's and the successor Advisory Committee.

2. That the EO be fully implemented and that achievement of appreciable increases in funds to HBC's be the outcome.

3. That the plans of the WHIO reflect the needs of the HBC's for funds for specific programs which they (the HBC's) identify.

4. That the plans which the WHIO will follow in pursuing the private sector initiative be clearly identified and shared with the Black college community and that efforts as outlined below be used as a model for planning for this initiative.

"What do you think would be a desirable thing for industry to do to help management in these institutions improve the financial structure and to help or foster research? What would you, as a president of one of these institutions, recommend that they do, or how to go about doing it?"

Kenneth Tollett, NACBHEBCU
Director, ISEP
Howard University

"Well, there is much the private sector can do. First, they can provide financial support, which we need very badly. Second, there are human resources in the private sector, which represent a vast reservoir of technical expertise. Technical expertise, related to management information systems, such as business accounting systems, which are expensive to produce or buy, can be made available to our institutions to aid us in the development of much needed software. The private sector can fund much needed research projects on our campuses. We can provide industry with research efforts on activities they deem important to their research. There is a need to have better articulation of the manpower needs of industry and

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the graduate production of our institutions. The private sector and universities need to work together to increase the development of graduate minority enrollments. They are hiring our best young minds in engineering and science. The private sector must recognize a responsibility to aid us in removing the deficits in the graduate areas of engineering and science for minorities. These are but a few of the areas where the private sector and the university might link for the advancement of our institutions and minority students."

Frederick Humphries, NACBHEBCU
President
Tennessee State University

Adams and Desegregation

The goal of providing equity in higher education for Blacks (students, faculty, administrators, etc.) must continually be pursued and must rate high on the agenda during this "dismantling" process. Enhancing the historically Black colleges (HBC's) and assuring their continued viability is one way to attain that goal in an already diverse system of higher education. They have been proven to be the primary producers of an educated Black citizenry and have enabled a number of Blacks to become upwardly mobile. In that sense then, the other institutions of higher education have room for improvement. The Federal Government has not assumed the leadership role in this very difficult case. The Department of Justice settles on a Plan for each State, and the Office for Civil Rights is charged with the responsibility for monitoring the associated activities. Data collected from the States to do this are not analyzed in a timely manner and, therefore, cannot effectively be used in plotting directions for action or evaluating current plans under review.

Based on a brief analysis of enrollments in some States, some HBC's sustained enrollment losses which may have been attributable to Adams activities.

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The Adams court order handed down in 1973, with a second order in 1977, was intended to dismantle the dual systems of higher education resulting from de jure segregation in 10 States. The order is clear; so too are the criteria developed for meeting the obligations under the order. Major problems have arisen due to confusion concerning how to best effect the goals laid out in the court order. Seemingly, much attention has been paid to moving more "other race" students on to the campuses of the public HBC's. The juggling of students and curricula appears to be one of the reasons for the public's dismay concerning the activities in Adams. The court order states that no undue burden can be placed on the HBC's in the process of correcting the ills of the past, but recent events indicate that this has taken place.

In 1981, the Committee sent a letter forward to Secretary Bell noting that (a) in 4 of the 5 States whose desegregation plans had been accepted by the Federal Government, Black full-time enrollment had declined in the public institutions between 1976 and 1978; further, the public HBC's in those 5 States experienced declines in total enrollment between 1976 and 1978; and (b) in 3 of the 5 States Black enrollment increased in the private sector while decreasing in the public sector. This type of data analysis is crucial so that any emerging patterns of enrollemnt declines can be stemmed and alternative programs developed in each State.

What is needed most is a Federal policy to assure the expansion of opportunities for Blacks at all levels of higher education since equity has not yet been reached in participation rates of students, faculty, administrators, governing board members, or in the receipt of State and Federal funds. This goal should not be to displace Black students at the

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HBC's but to move more Black students into the institutions that were previously closed to them. In effect, the focus should be on increasing the Black population which is prepared to enroll in college, and then, increasing the number who enroll in institutions in addition to those that have historically met their needs and continue to produce many of the Blacks who have received baccalaureate, graduate and first-professional degrees.

The issue of funding cannot be overstated. HBC facilities were in need of upgrading before the move was on to "attract" white students. Their conditions stemmed from years of neglect and discrimination in funding patterns of both the State and the Federal Governments. Therefore, more emphasis should be placed on remedying the results of those years of disparities in funding. Increasing Black participation on faculties, staff, and governing boards will assure that input is received from Blacks in the development process in all activities. Such an investment in increasing higher education opportunities for Blacks in all types of institutions would promote the Nation's interests.

Recommendations

1. That the Education and Justice Departments expand their activities with respect to desegregation issues in higher education and evaluate the circumstances existing in non-Adams States with respect to the participation of Black students and staff in higher education.

2. That ED's Office for Civil Rights (OCR) improve their data collection and analysis procedures so as to more effectively monitor the activities in Adams.

3. That OCR encourage constant input from organizations, such as the National Association for Equal Opportunity in Higher Education, the successor Committee to the National Advisory Committee on Black Higher Education and Black Colleges and Universities, Office for the Advancement of the Public Negro

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Colleges, Institute for Services to Education, Institute for the Study of Educational Policy, Southern Education Foundation, Southern Regional Education Board, and other groups with information on the HBC's and Adams. This input can be on general enforcement activities as well as data analyses plans.

4. That emphasis be given to the feeder system with respect to increasing the number of high school graduates in given States.

5. That OCR immediately look into the enrollment declines at the HBC's to determine if there are any characteristics of the State plans which are causing these declines.

6. That a review of enrollment data look further than "other race" enrollments and investigate such issues as diversity in level of institution attended by Blacks and enrollments by major fields; the hiring of Black faculty and administrators in predominantly white institutions; the presence of Blacks on State governing boards; and a more equitable sharing of State funds by the HBC's.

7. That more emphasis be placed on looking into retention/graduation rates of Black students, particularly at predominantly white institutions.

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IV. SUMMARY STATEMENT

"There is a larger and deeper concern. While things like student financial assistance, special programs, and so forth are very, very important, it seems to me that the way in which these issues have been handled in the past . . . suggests that there is something wrong with the system under which they operate."

Luther Foster, NACBHEBCU
President Emeritus
Tuskegee Institute
Tuskegee Institute, Alabama

"(There is) . . a very positive challenge for policymakers in the public and private sectors, in terms of what they can do, if there were a commitment to what really does not require huge sums of money to make real progress, if they just stick with it over a long period of years."

Elias Blake, NACBHEBCU
President
Clark College
Atlanta, Georgia

On June 30, 1982, the official role of the National Advisory Committee on Black Higher Education and Black Colleges and Universities in facilitating the Federal responsibility to equal educational opportunity through its role as advisor to the Secretary and the Assistant Secretary for Postsecondary Education came to an end.

From its vantage point as observer, researcher, and advisor, the Committee has sought to ensure that the agenda of America's Black citizens be considered in the formulation of Federal higher education policy.

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In responding to the specific functions of its Charter, the Committee has produced ten published research reports, a series of fact sheets on contemporary issues, position papers on a number of priorities, correspondence to advise in a timely manner on Education Department actions, five substantive Annual Reports and uncounted responses to public inquiries on the status of Black higher education and the historically Black colleges and universities.

Additionally, the Committee's quarterly meetings have served as public forums in which higher education interests, in general, the Black higher education community, in particular, and Education Department officials have interacted in a way unique in the course of the Federal relationship with Black students and Black colleges by providing a widely open forum for the expression of candid views on Federal programs and policies. Whereas the Executive Order for Black Colleges can be expected to assist equity in higher education through the HBC's, it can be only one of several vehicles. The Committee's experiences with open forums, research and open discussions were vital in mitigating some of the fears of the Black community, and its work not only psychologically reinforced the community's belief in the participation in the democratic process but brought other substantial benefits as well. To state that the National Advisory Committee has provided services to the Federal Government and to the cause for equity in higher education which have not been duplicated elsewhere is not an exaggeration.

The Committee has accomplished much of its mission, as shown in this Final Report. However, as it reflects on the entire set of its experiences, the Committee recalls the continual difficulties it faced in having the sustained

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encouragement, logistical support, and responsiveness expected for its work. This was true despite the commitment in its Charter, the wide professional and lay interest in its work, the critical situation developing in the Historically Black Colleges, and the danger to the national welfare because of delays in addressing a set of interactive national issues of high timely importance. The Committee hopes that its work, its reports, and its operational style will serve as a solid base from which any new advisory body can move to avoid the frustration of inconsistent support, so as to advance more rapidly the national awareness and positive response necessary to advance equity in higher education.

Motivating the Committee's endeavors has been its belief that a direct line exists between its Charter and the Constitutional dictate that the Federal Government serve as guarantor of the basic citizenship rights of Black Americans. The Thirteenth, Fourteenth, and Fifteenth Amendments specifically enjoin the National government to provide equal protection and to ensure the rights and privileges of Black citizens. Progress in education is dependent on Federal policymakers, now housed in the Education Department and also at higher and parallel levels, who must carry out the responsibility and fulfill the promise of the Reconstruction Amendments. The Committee was originally chartered as part of this commitment by HEW Secretary David Mathews because "the Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of Black Americans in order to fulfill his/her responsibilities under statutes effectively." Nonetheless, perhaps the most common characteristic of the Committee's relationship with the Department has been the complete absence of direct, systematic response to the Committee's advisement from either the Secretaries or any Federal policymaker. Thus, the Committee has usually found itself in the dismaying predicament of receiving no

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acknowledgement of its output from the very agents who asked for it. However, the regard in which the Committee's reports and findings have been held by quarters external to the Government has brought the assurance that the work was not for naught.

The final document of the National Advisory Committee should be received with this awareness. As in the past, the Committee here sets forth its ideas and strategies in priority fashion on the issues which the Federal Government must address if it is to meet its responsibility to ensure equity and to promote access, retention, and completion for Black Americans in higher education.

Student financial assistance, Executive Order 12320, targeted programs, and desegregation are fundamental concerns of this Committee and all participants in the quest for equal educational opportunity. In a larger sense, all of these issues fall under the general fabric of the system in which they are pursued. Since that system currently is marked chiefly by its lack of response, these individual concerns will be resolved only when higher education policy is conducted in an atmosphere which encompasses all who have a stake in its deliberations.

Speaking this last time in its official capacity, the National Advisory Committee on Black Higher Education and Black Colleges and Universities acknowledges the diligence and dedication of all who have come forward to contribute their time and talent. Just as its work could not have been accomplished without such help, the Committee offers its successor any and all assistance it can provide to continue the task of improving the status of Black Americans in higher education and the HBC's. To initiate what it hopes to be a long line of dialogue between

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past and present, the Committee urges that its successor assure itself of more impact at the policymaking level by placing paramount importance on the adoption of a formal response mechanism from those whom they will be advising. With this in place, it will be possible to play a larger role in the interplay between the needs and concerns of Black higher education and the Federal duty to promote educational equity.

More than ever, education is an essential instrument in fostering social and economic progress in America. The challenge presented to all of higher education is to ensure that all Americans have the opportunity to take advantage of that instrument and develop their educational potential to its fullest. The National Advisory Committee has found that there is promise that full educational equity can be achieved without requiring huge sums of Federal dollars. It has also found that ours are extremely perilous times for those citizens who still struggle for social and economic justice.

The Committee's successor, the Federal Government, and the Nation must come to understand that abdication of the responsibility to protect the rights of one sanctions the abdication of the responsibility to protect the rights of all. Conversely, the advancement of equity for Blacks in higher education promotes the future of America, not just the future of one segment of America.

> "Even if there is some new approach to the role of the Federal Government, our message . . . should say that somebody in society has to continue to be aggressive and forceful in dealing with the relationship between the Federal Government and the State governments on the issues of educational equality and the so-called broad and sometimes vague rubric of civil rights."

Elias Blake
Chair, NACBHEBCU
President
Clark College

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APPENDIXES

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APPENDIX A

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* Titles and business addresses shown are relevant to period of service on Committee

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APPENDIX A

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January, 1977 - December, 1978

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March, 1979 - June, 1980

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Pittsburgh, Pennsylvania 15222

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APPENDIX B

HIGHLIGHTS OF COMMITTEE REPORTS PUBLISHED TO DATE

1. Access of Black Americans to Higher Education: How Open is the Door? GPO Stock # 017-080-020-24-6, Price $5.00

   Considers the problems faced by Black Americans in obtaining entry to higher education and recommends ways in which access can be facilitated.

2. Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education.

   Makes the case for encouraging institutional diversity and pluralistic educational structures as a necessary vehicle for meeting the future needs of Black students and stresses the commitment that Black institutions of higher education have shown historically and continue to demonstrate to minority and low-income students.

3. The Black Educational Policy Researcher: An Untapped National Resource

   Addresses the issues surrounding the development of a solid research and scholarship base that will be required to undergird decision-making at the State, local and Federal levels if substantial improvement of Black educational opportunity is to occur.

4. Still a Lifeline: The Status of Historically Black Colleges and Universities, 1975-1978.

   Provides an overview of the Nation's historically Black colleges which, increasingly, even today play a major role in the production of credentialed Black Americans.

5. A Losing Battle: The Decline in Black Participation in Graduate and Professional Education. GPO Stock # 065-000-00085-7, Price $4.00

   Details the decline in the numbers of Black Americans in graduate and professional schools; provides a statistical profile of the deteriorating involvement of Black students at graduate and professional levels; sets forth the reasons for the numerical and proportional declines; and recommends strategies to remedy this problem and to increase Federal and institutional commitments to equity in advanced education.

6. Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume I. GPO Stock # 065-000-00077-6, Price $4.00

   Lays out a long-range plan for increasing participation of Black Americans in higher education and enhancing the historically Black colleges and universities. It serves as the basis for Volume II.

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7. Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume II.

   Explores the details of how the recommended actions in Volume I might be implemented through new or increased funding mechanisms and details costs to society if the conditions requiring attention are not addressed.

8. Admission and Retention Problems of Black Students at Seven Predominantly White Universities. GPO Stock # 065-000-00086-5, Price $2.50

   Deals with the barriers to higher education faced by Black Americans, but focuses specifically on admission and retention problems at seven predominantly white universities.

9. The Needed Systems Supports for Achieving Higher Education Equity for Black Americans. GPO Stock # 065-000-00095-4, Price $7.00

   Presents a statistical and analytical profile of the major societal support systems which are seen as necessary to achieving equity for Black Americans in higher education and advancing the Black colleges.

10. The Needed Systems Supports for Achieving Higher Education Equity for Black Americans - A Synthesis Document. GPO Stock # 065-000-00096-2, Price $2.75

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FACT SHEETS

1 Current State of Black Higher Education and Black Colleges and Universities. (November 1980)

2 About the Committee (December 1980)

3 About Black Enrollment (January 1981)

4 What Would Happen If There Were No Black Colleges (February 1981)

5 About Black Advanced Degree Recipients (March 1981)

6 About Federal R&D Funding To HBC's (July 1981)

7 Impact of Testing on Blacks In Education (January 1982)

8 About Black Graduate and Professional Enrollment (March 1982)

9 About Black Higher Education Enrollment And The Historically Black Colleges And Universities (April 1982)

#10 About Black College-Age Population, College Enrollment And Earned Degrees (April 1982)

#11 About Black Students In The Higher Education Pipeline (May 1982)

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Commissioned Studies

Dr. Faustine Jones, "Systemic Problems Affecting the Participation of Blacks in Higher Education"

Dr. Faustine Jones, "Impact of Neoconservatism on Black Colleges and Blacks in Higher Education"

Dr. Faustine Jones, "Cost of Not Educating Black Youth"

Ms. Mary Roper, "Development of a Profile of Current Thinking on Equity in Higher Education"

Dr. Barbara Love, "A Report on the Status of Blacks in Higher Education"

Ms. Laneta Gaines, "Historically Black Colleges and Universities: The State of the Art, 1975-78"

Mr. David Ruffin, "The Status of Blacks in Graduate and Professional Education"

Dr. Donald Smith, "Admission and Retention Problems of Black Students at Seven Predominantly White Universities" (published)

Mr. Silas Purnell, "The Problems of Lower - Income Students in Higher Education: A Community Perspective"

Mr. Franklin Moore, "Recommendations on Pre-College Programs to Increase Access"

Dr. Elvalee Banks, "Policies, Practices and Monitoring Systems to Improve the Status of Blacks in Higher Education"

Dr. Joel Nwagbaraocha, "Review of Long-Range Planning in Higher Education"

Dr. Leonard Haynes, "An Examination of the Planning Efforts of Selected States and the Federal Government to Improve the Status of Blacks in Higher Education"

Dr. John A. Griffin, "Participation of Blacks in Research and Policy Development Affecting Higher Education in Selected Institutes, Associations, and Foundations"

Dr. Stephen Wright, "The Black Educational Policy Researcher: An Untapped National Resource" (published)

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Mr. William A. Blakey, "Development of Model Legislation for Federal Funding of the Historically Black Colleges and Universities"

The College Board, "Cost Estimates for the Postsecondary Education Recommendations of the National Advisory Committee on Black Higher Education and Black Colleges and Universities"

Positive Futures, Inc. "Cost of Administering Financial Aid Programs - Implications for Historically Black Colleges"

Dr. Barbara Powell, "Corporate Support and the Financing of Black Higher Education and Black Colleges"

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ANNUAL REPORTS

First Annual Report - Higher Education Equity: The Crisis of Appearance Versus Reality (1977)

Second Annual Report (1978)

Third Annual Report - Overview of Committee Research (1979)

Fourth Annual Report - Overview of Committee Findings and Recommendations (1980)

Fifth Annual Report (1981)

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APPENDIX C

SUMMARY OF RECOMMENDATIONS

The following tabular presentation lists each of the recommendations made by the National Advisory Committee on Black Higher Education and Black Colleges and Universities in correspondence and in the various major reports it has issued since the Committee's inception in September 1977. In each of the reports and correspondence, substantial rationale was provided for the basis of the recommendations.

PART I - Specific Recommendations made Via Reports

In addition to the Annual Reports a total of ten reports were issued by the Committee, eight of which contained recommendations. Most of the recommendations fell into six broad categories and a total of 20 subcategories. Many of the recommendations in a specific subcategory were similar even though they were made in different reports.

Each major research report to the Secretary was transmitted with an official memorandum and cover letter which usually asked for a response to the recommendations that were cited. In most cases, however, only a perfunctory acknowledgement of receipt of the report was forwarded to the Chair.

In a number of areas within the Committee's charter, recommendations were made through direct correspondence to the Secretary or the designated program officials. Two areas where more recommendations were made through letters rather than reports were those issues which related to the Adams case and the Title III program. Refer to Part II for a listing and description of the recommendations made via correspondence.

Many of the recommendations made in the reports called for activities which would impact the long-range participation of Blacks in higher education and the enhancement of the historically Black colleges and universities. On the other hand, some recommendations related to policy initiatives that were currently being developed.

The following sections briefly summarize the types of recommendations made in the specific areas. The number of recommendations made in each section are noted in parenthesis. The reports were assigned a number (used in the tabular listing) and the publications code can be found on page 61. The reader is referred to the Committee's Charter (page 119) for the Charter area designations.

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APPENDIX C

PART I - SPECIFIC RECOMMENDATIONS VIA REPORTS

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I. ACCESS/INCREASING PARTICIPATION (76)

A. Elementary and Secondary Issues (8)

This section's recommendations were key to increasing the participation of Blacks in higher education as a long-range objective since it has become clear that public school systems must assist Black students not only to graduate from high school, but with acquiring the skills necessary to compete successfully in college.

B. Counseling, Career Guidance (11)

Efforts must increase to provide the types of counseling and supportive services required by Black youth. This section focuses primarily on career counseling to move more Black students into fields of study where they can acquire more marketable skills than the fields that traditionally have provided job opportunities for Blacks.

C. Admissions and Recruitment (12)

These recommendations recognized the role of the institution in deciding whether or not a Black student attended college. A number of recommendations were made for new approaches that are sensitive to the special situations facing Black students, including the elimination of any actual or implied incidences of racial and economic biases in the admissions process. The need for the use of more Black personnel in this process was cited.

D. Testing (4)

This was an issue area in which the Committee spent a lot of time debating exactly what types of positions to take on the subject. While there were differences in opinion ranging from eliminating tests altogether to teaching Black students how to take them, there seemed to be some commonality of concern related to the misuse of tests, which limits opportunities available to Black students. This misuse often results in tracking Black students into "dead-end" educational opportunities or not providing access to students who, by measures other than the test results, would be considered success-oriented.

E. Community and Junior Colleges (4)

The scarcity of recommendations in this section speaks to the overwhelming dichotomy which has existed within the Committee on the issue of the role and mission of two-year institutions. Essentially, one point of view holds that two-year colleges were established to assist students to get job-related skills or allow for continuing education opportunities and not necessarily to get a degree.

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The other point of view holds that because over 50 percent of Black youth entering postsecondary institutions enter through the two-year colleges, some emphasis must be placed on assuring that a large proportion of these students continue on to the baccalaureate degree and subsequent graduate training. This would provide opportunities for Blacks to compete for the types of employment positions which provide for upward mobility of the Black population as well as an impact at the higher levels of decision-making in this country.

The few recommendations in this section, therefore, speak to both of those issues and suggest that no matter what the mission of these institutions, they should provide students with the best possible situation be it an orientation toward baccalaureate training or the development of marketable job skills.

F. Graduate and Professional Schools (12)

The recommendations in this section speak to the need to increase the participation of Blacks in graduate and professional school programs in recognition of the fact that to advance in the working world, graduate training is a must. Also, to increase the necessary professional services going to the Black community more Blacks must become dentists, physicians and lawyers since they usually tend to establish their practices in, and service primarily, the Black communities of this Nation.

These recommendations also cite the need for more participation in sources of financial aid for graduate school, especially research and teaching assistantships.

G. Scientific/Technical and Other Underrepresented Fields (5)

This section recommends activities which will increase the number of Blacks pursuing degrees in the sciences and other fields where Blacks are professionally underrepresented.

H. Student Financial Assistance (20)

Student financial aid has been the key to the increases experienced in the number of Black students entering higher education in the last decade. Experiences have shown that with increased aid, better packaging and policies which are more sensitive to Black youth, the goal of increasing participation and assuring retention and graduation can be met. The Committee has recommended various ways in which financial aid policies can be more effective for Black students.

II. RETENTION AND GRADUATION (16)

A. Supportive Services (7)

The Committee recommends that more academic and supportive services be provided to Black students, with an increase in funds for such services in the first two years of baccalaureate training. Support systems for Black students are particularly necessary at predominantly white institutions.

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B. Collaboration between Students and Staff (9)

The recommendations in this section are indicative of the Committee's position that increasing the number of Black faculty and administrators on predominantly white college campuses will provide and improve the support systems necessary for Black students to succeed in higher education institutions. Also highlighted are recommended roles for Black professionals in assisting Black students, as well as sensitizing their white colleagues. Recommendations are also made on how white administrators and faculty can learn more about the special needs of Black students in order to enhance those students' experiences at their institutions.

III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (27)

A. Institutional Assistance/Enhancement (23)

Most of the recommendations in this section advise the Federal government to provide increased funding to the HBC's both for short-term needs and long-range development. These recommendations are particularly useful as indicators of need which can be utilized by the White House Initiative Office under Executive Order 12320.

B. Desegregation (4)

As mentioned previously, most recommendations related to the desegregation of higher education institutions and the Adams case were forwarded to the Secretary via correspondence rather than reports. These two recommendations relate to the need to assure that Black colleges are not adversely affected in the process of dismantling the dual systems of higher education in this country.

IV. INCREASING BLACK HIGHER EDUCATION PROFESSIONALS (13)

A. Institutional Issues (11)

Recommendations are made concerning the need for increasing the number of Black professionals in higher education and to achieve equity, as well as assist Black students in their educational pursuits.

B. Higher Education Governance (2)

Recognizing the role of the governing boards of higher education, the Committee made recommendations for increasing the number of Blacks on these boards and provided recommendations on activities which could rectify the dearth of at that policymaking level.

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V. RESEARCH AND EQUITY (23)

A. Data Collection (7)

The Committee's research reports exemplify the types of data analysis that should be done regularly on the participation of Blacks in higher education. In the course of its work, a number of data and research needs became apparent and they are recommended in this section.

B. Establishment of Research Centers (5)

In a number of the Committee's reports, recommendations were made for the establishment of research institutes/centers which would have, as their main focus, the study of the educational needs of Black Americans.

C. Increasing Participation of Black Researchers (11)

This section of recommendations responds to the need to increase the pool of Blacks conducting research, particularly in areas which impact the Black population. There are a number of recommendations offered for graduate training, internships, fellowships, and other special programs and funding mechanisms designed to increase the number of Black researchers.

VI. IMPACTING POLICY (15)

A. Federal Level (7)

One of the major ways recommended to impact policy was to increase the number of Blacks at policymaking levels within the government. Until greater representation of Blacks occurs at those levels, capacity building mechanisms and provisions for such advisory bodies as the Committee, were recommended as being necessary transition activities.

B. State/Local Level (3)

The Committee recommended that the utilization of the ballot was important to the ability of Black people to impact policy at the State/local level. In addition, periodic assessments were called for to measure the effect of policies on meeting the educational needs of Black Americans.

C. Affirmative Action/Civil Rights Issues (5)

This section recommends programs/activities which would encourage increases in Black participation in a number of programs and institutions. One recommendation indicates the need to look into instances where States have shown de facto segregation as well as de jure segregation.

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Many of the Committee's recommendations have been voiced by a number of other groups. As early as 1947, the President's Commission for Higher Education issued recommendations for activities which would assure equity in higher education. In February 1982, the Final Report of the Commission on the Higher Education of Minorities was released which offered a number of recommendations which parallel those made by the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

It is hoped that a response in the form of specific programs and activities, will be forthcoming to assure that by the year 2000, we can move on to new challenges knowing that the necessary efforts have been made to rectify the inequities which have been allowed to continue for too long.

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Publications Code

Report Number	Title	Publication Date
1	Access of Black Americans to Higher Education: How Open is the Door?	January 1979
2	Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education	September 1979
3	The Black Educational Policy Researcher: An Untapped National Resource	December 1979
4	A Losing Battle: The Decline in Black Participation in Graduate and Professional Education	October 1979
5	Target Date 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume I	September 1980
6	Admission and Retention Problems of Black Students at Seven Predominantly White Universities	December 1980
7	Needed Systems Supports for Achieving Higher Education Equity for Black Americans	November 1980
8	Target Date 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume II	December 1981

NOTE: Reports 9 and 10 are out of publication date sequence because report # 9 does not contain recommendations and report # 10 is a synthesis document of report # 7 which contains the same recommendations.

9	Still a Lifeline: The Status of Historically Black Colleges and Universities	June 1980
10	Needed Systems Supports for Achieving Higher Education Equity for Black Americans: A Synthesis Document	November 1980

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS							
	Report Number*	Charter Area	Recommendations Directed At:				
			Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION							
A. Elementary & Secondary School Issues							
1. Place greater emphasis on correcting problems at elementary school level with adequate follow-through. Replicate successful "special" projects.	5 & 8	1,2,9,11	X	X	X		
2. Reduce student-teacher ratios in the public schools where the ratios are disproportionately high.	5	1,2,9,11	X	X	X		
3. Improve quality and effectiveness of teaching at elementary and secondary school levels. Provide special compensation to attract and retain committed professionals.	5 & 8	1,2,9,11	X	X	X		
4. Allocate extra resources to predominantly Black high schools with large populations of low-income students.	5 & 8	1,2,9,11	X	X	X		
5. Utilize the HBC's as leaders in the improvement of teacher training to assist in correcting the ills of the Nation's classrooms.	5	1,2,3,9,11	X	X			X
6. That the Federal, State, and local governments and their respective legislative branches work together to develop a program which would enable Black colleges and universities to assist in solving some of the ongoing problems in the elementary and secondary schools with respect to counseling, college preparation of students, and teacher preparation utilizing Federal funding for pilot programs and incentives for State and local support.	1	1,2,9,11	X	X	X		

* Refer to page 61 for publication code.

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS						
	Report Number	Charter Area	Recommendations Directed At:				
			Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
A. Elementary & Secondary School Issues (cont.)							
7. That the Federal government equitably and effectively enforce Title VI of the Civil Rights Act of 1964 and in so doing focus on the elimination of discriminatory treatment of Black students in special education placements, disciplinary actions, ability grouping/tracking, and other infringements on the civil rights of Black elementary/secondary school students which create barriers to higher education access.	1	1,2,7	X				
8. That the Federal government provide for research, to be conducted by sensitive persons, which will further define the myriad of problems faced by Black students at the elementary and secondary school level which prevent them from completing high school and continuing on for higher education.	1	1,2,5,9	X				
B. Counseling, Career Guidance							
1. Increase the number of counselors in the public schools, take the focus of their work away from activities related to discipline and direct their services toward responding to students' academic development needs.	5	1,2,9,11	X	X	X		
2. Provide for more parent education and involvement in the career development process.	5 & 8	1,2,9,11	X	X	X		
3. Conduct research to determine how Black students make choices concerning career patterns after high school and fields of study in college and develop ways to improve that decision-making process.	5	1,2,9,11	X	X	X		

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
B. Counseling, Career Guidance (cont.)							
4. That aggressive, career-oriented counseling be undertaken at secondary and undergraduate levels in which the cultivation of marketable career skills is balanced against societal supply and demand.	4	1,2,9			X		X
5. That TRIO programs to increase access to higher education for low-income students be better coordinated with other programs (ESEA, Title I, SFA, GPOP, etc.) to make all of the programs more effective. That they also be expanded so that more students can participate with better results.	1	8	X				
6. That the Upward Bound Program and other successful projects be identified as models and that their characteristics form the basis for evaluating future project funding applications.	1	1,2	X				
7. That efforts be made on the Federal level to create incentives (such as the SSIG programs) for State and local governments to provide appropriate information, preparation, counseling, and motivation regarding higher education to Black students in their secondary schools.	1	1	X				
8. That institutions which sponsor Upward Bound and other special services be compelled to enroll and provide aid to a significant portion of their own Upward Bound participants.	1	1					X

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RECOMMENDATIONS	Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
B. Counseling, Career Guidance (cont.)							
9. This is a critical need in view of the enormous social and academic pressures noted by Black students at predominantly white universities. Universities should hire Black counseling personnel whose personal philosophies permit them to help the students to be comfortable with their Black identities and their roots, and, at the same time, to function in the larger university community.	6	1,2,9					X
10. An extensive informational system for high school and college counselors and lay persons be devised to acquaint students with program changes, and to make efforts aimed at matching students with programs of interest at State schools.	2	1,2,10		X	X		X
11. Criteria for institutional evaluation should encompass educational goals and methodologies geared toward encouraging and maintaining diverse approaches to higher education of students who have been undereducated at lower levels.	2	2,9		X			X
C. Admissions & Recruitment							
1. That State level reviews be made of institutional admissions policies at various types of institutions to determine the reasons for the different enrollment rates for Black and majority students at universities versus four-year colleges and two-year colleges. This could be the responsibility of the statewide planning commissions but given an impetus by the Federal government.	1	2,3,8,9		X			

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RECOMMENDATIONS	Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
C. Admissions & Recruitment (cont.)							
2. That colleges be encouraged to develop better recruitment methods for enrolling more Black students not only for direct entry into higher education generally, but into four year colleges or two-year colleges with the potential for smooth transfer into four-year institutions.	1	2,3,9		X			X
3. Recruitment policies flow from admissions policies. Universities should seek out students from predominantly Black inner-city schools as vigorously as they recruit "preppies" and students from private or suburban schools.	6	1,2,9					X
4. Admissions policies should continue to recognize an obligation to admit Black students from underachieving inner-city high schools. Policies that are formulated to admit only high achieving students who have been socialized to fit the university's image will exclude the majority of Black youth.	6	1,2,9					X
5. Institutions of Higher Education need to be sensitive to and pay close attention to recruiting Black students. Schedules should be arranged so that Black schools are visited early in the recruitment process instead of late or last, as is often the case.	6	1,2,9					X
6. Close communication with high school counselors should be maintained. Often counselors need to be persuaded to encourage students to apply to State or select private universities. Counselors should also be encouraged to follow up on students who are frequently slow in completing their applications.	6	1,2,9			X		X

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RECOMMENDATIONS VIA REPORTS

RECOMMENDATIONS	Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
C. Admissions & Recruitment (cont.)							
7. That racial and economic biases be eliminated from the admissions image and that institutions increase Black representation at the faculty and administrative levels to enhance their awareness of the situation facing Black students.	6	1,2,9,11					X
8. Increase enrollment of Blacks in predominantly white colleges and universities.	5	1,9,11					X
9. Increase enrollments at the historically Black colleges and universities.	5	1,3,9,11					X
10. In national interest -- Increase percent of Black students at secondary level able to qualify for college and a greater variety of careers by taking science and math, beginning at junior high level.	Com. Discu.	1					
11. Any policy involving ceilings on out-of-State students should neither be uniformly applied in such a way as to lessen the opportunities for Black students to obtain and enforce their choice of institution attended nor should it limit the role of the Black college in expanding the number of Blacks and low-income students in higher education.	2	1,3,9,10		X			X
12. Admissions criteria for State institutions should not be uniform and inflexible, but should parallel the missions of the institutions and weigh criteria, as appropriate, to ensure a diverse student body within the total State system.	2	1,3,9		X			X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
D. Testing							
1. That the Federal government immediately take steps to prevent the misuse of so called competency and other standardized tests which discriminate against Black youth and initiate research to measure the detrimental impact of such on Black students.	1	2,5,9	X				
2. That the testing industry be made accountable and examinations be made available after their use. That efforts to eliminate racial and economic biases in test instruments be intensified and low-cost, test-taking seminars be sponsored by joint efforts of institutions and testing industry.	4	2,9					X
3. That testing be complemented with other criteria such as structured recommendations in the assessment of Black students in the selection process:	4	1,2,9					X
a. Through the use of varied admissions criteria until such time as equity exists; and							
b. Through the extension of efforts such as the Simulated Minority Admission Exercise (SMAE) of the Association of American Medical Colleges and the Special Admissions and Curriculum Experimental Program (SPACE) at Temple University, to heighten graduate and professional school awareness of the value of non-cognitive data in the prediction of academic success.			a				
4. With government encouragement and support, coordinated efforts between the national testing services and HBC's should be initiated to get more Blacks into the testing industry. NIE, ETS, and ACT sponsorship and alliances with Black graduate schools and special internship programs would be ways of expanding Black involvement in this area.	2	10,11	X				X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
E. Community and Junior Colleges							
1. Increase funding to community colleges, specifically to increase baccalaureate transfer programs for Black students.	5	1,8,9,11	X	X			
2. Develop cooperative work-study curricula within the two-year college sector and assure skills development in areas of high demand in the labor force.	5	2,9,11		X			X
3. That the Federal government place major emphasis on the support of concrete interactions (perhaps through appropriation of funds for HEA-Title X) between two- and four-year colleges within States in order to increase the number of students who are able to transfer from the two-year to the four-year college level.	1	1,9,10	X				
4. Improve academic articulation between the two-year and historically Black four-year colleges.	588	1,3,9,11		X			X
F. Graduate and Professional Schools							
1. That the Federal Government and the U.S. Education Department take an active role in reversing the decline in graduate education by making it a priority item at every stage of the decision-making process so that Black access is the accepted norm rather than the focus of special programs.	4	1,9,10	X				
2. That graduate and professional schools assume the initiative for increasing Black participation since theirs is the responsibility for selection.	4	1,9,10					X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
F. Graduate and Professional Schools (cont.)							
3. That undergraduate institutions develop programs to increase the "awareness" of Black students who wish to continue on for graduate study and prepare them to enroll in fields and professions where Blacks are underrepresented. These programs could be within the domain of an expanded TRIO program.	1	1,2,9,10					X
4. That Black faculty, administrators, and professionals assume greater roles in making advanced education a viable option for talented students.	4	1,9,10					X
5. Provide more effective affirmative action activities and programs.	5	1,2,9,10	X	X			X
6. Increase the number of Blacks enrolled in full-time degree-seeking programs.	5	1,9,10					X
7. That graduate education remain a high priority in the planning and budgeting processes at Black institutions and that financial aid policies at Black colleges ensure that graduate students get a proportional share of Federal/State funds. That a more organic relationship be established within the community of Black colleges, especially within science departments, to attract more applicants and entrants of high quality.	4 & 8	1,3,9,10					X
8. That stronger relationships be established between Ph.D. degree granting institutions and the 34 HBC's with masters programs to increase the number of Blacks pursuing graduate/professional studies.	1	1,3,9,10					X

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS							
	Report Number	Charter Area	Recommendations Directed At:					
			Federal	State	Local	Pvt. Sector	Inst./Other	
I. ACCESS/INCREASING PARTICIPATION (cont.)								
F. Graduate and Professional Schools (cont.)								
9. That greater opportunities be afforded Black students to participate on major university research projects in fulfilling their graduate assistantships. These expanded opportunities will not only act as a recruitment tool to acquire more Blacks for graduate study but will enhance the research capabilities of the Black students. The Federal government can provide incentives to major institutions competing for R&D grants and contracts to encourage responsiveness to that goal.	1&8	1,9,10,11	X				X	
10. That programs designed to increase the number of Blacks in graduate/professional programs of study not be meshed with programs intended to serve other underrepresented groups.	1 & 8	2,9,10,11	X					
11. That all professional and institutional associations composed of graduate and professional school personnel and institutions with large graduate programs place the declining status of Black participation on their agenda. Groups such as the Association of American Universities, the National Association of State Universities and Land Grant Colleges, the Council of Graduate Schools, the American Association for the Advancement of Science, and the key graduate and professional discipline associations were effective in the early seventies in influencing the trends in a positive direction.	4	1,9,10,11				X	X	
12. Federal efforts be made to upgrade existing graduate and professional programs at HBC's. Graduate and Professional Opportunity Program funds should target fellowships and program development grants to these institutions.	2	1,5,8,10	X					

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
G. Scientific/Technical and Other Underrepresented Fields							
1. Develop programs to increase Black participation in scientific and technical fields, modeled after successful programs started by associations and industry.	5 & 8	1,2,9,11	X			X	X
2. That faculty and administrative staff at predominantly white institutions become active in recruiting Black students into underrepresented fields.	4	1,2,9,11					X
3. That additional projects, similar to that proposed for the biomedical sciences, be initiated.	1	1	X				
4. That the alumni of historically Black colleges use their stature as success models to inspire Black students into diverse academic areas.	4	1,2,9,11					X
5. Black colleges, with the aid of Federal, State and local interests, launch intensive counseling and academic programs for producing more majors in underrepresented areas. Federal loan cancellation programs such as those used for the teaching and health professions should be expanded to service in other fields where Blacks are currently underrepresented, where manpower needs are forecast for the future, and for service in the Black community.	2	1,2,8,9,10	X	X	X		X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
H. Student Financial Assistance							
1. Revise financial aid policies which respond to needs of students from lower socio-economic levels.	5 & 8	1,2,8,9,	X	X			
2. With Black youth unemployment at a level of almost 50 percent, it is unrealistic to require that summer earnings be a part of students' yearly budgets. Where the university is able to assist its Black students to secure summer jobs, then this requirement can and should be met.	6	2,8	X				X
3. Freshmen should not be required to take during-school jobs. Students frequently cite the burden of holding a job during the freshman year.	6	2,8	X				X
4. Black students need greater financial assistance. While all of the universities studied provide financial assistance based on need, students complain of the inadequacy of the aid package, which usually consists of a combination of grants, loans and job earnings. Where possible, universities should provide greater amounts of grant money and fewer loans in SFA packages.	6	2,8	X				X
5. That the Federal government undertake a study to determine the existance of banking practices which have a negative impact on minority applicants for the Guaranteed Student Loan Program and, based on those findings, immediately take the necessary steps to correct this situation.	1	1,2,6,8	X				

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
II. Student Financial Assistance (cont.)							
6. That the Federal government increase the amount of total and individual fellowships available to Black students for graduate/professional study to enable increased participation and allow for full-time study which will result in a swifter production of graduates.	1	2,8,9,10	X				
7. That the Federal government conduct a comprehensive review, across all agencies, of the uses of fellowships, traineeships, and research assistantships within grants.	1	1,2,5	X				
8. Contingency funds should be available to help Black students meet financial emergencies.	6	2,8					X
9. Provide more access for Blacks to sources of funding for graduate and post-doctoral study.	5	2,8,10	X				X
10. That graduate and professional schools include more Blacks in the institutional sources of support, especially research and teaching assistantships, and that special effort be made to make talented Black undergraduates aware of the various sources of financial assistance.	4	2,8,10					X
11. That the proportion of private fellowships/grants awarded to Blacks be enlarged until such time that the percentage of Blacks in professional and graduate study approaches parity with whites.	4	1,2,8,10,11				X	X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
H. Student Financial Assistance (cont.)							
12. Provide supplemental funding to Black graduate students to enable them to complete their programs in a normal time frame.	5	2,8,9,10	X				
13. Increase opportunities for fellowships and research and teaching assistantships for Black students.	5	2,8,10	X				X
14. That the Federal government provide better coordination in their financial assistance programs and provide incentives for States and other entities to do the same.	1	2,8	X	X			
15. That the Federal government review the manner in which financial aid is packaged to determine if there are ways of increasing the access of Blacks through improved financial assistance.	1	2,8	X				
16. That the Federal government monitor the use of student financial aid funds to support profit-making institutions at the expense of the very students the programs are intended to serve and consider special rulemaking due to the difference between these institutions and traditional higher education institutions.	1	2,8	X				

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
I. ACCESS/INCREASING PARTICIPATION (cont.)							
H. Student Financial Assistance (cont.)							
17. Financial aid policies reflect a sensitivity to the unique roles and missions of institutions. It may be necessary to use a variety of financial aid formulas to adjust for these differences across institutions and student types so as not to put any group of students or institutions in an unfavorable position. Where BEOG half-cost provisions penalize poorer students in their efforts to finance an education they should be waived.	2	2,8	X				
18. Federal funds for campus based programs should be apportioned to States not on the basis of the relative number of persons enrolled in higher education, but on the proportion of low-income students enrolled.	2	2,8	X				
19. Administrative allowances should be appropriated to institutions per student receiving Basic Grants and that similar arrangements be made for campus based Federal financial aid programs. This allowance should be in addition to, rather than part of, allocations for student needs.	2	2,7,8	X	X			
20. Federal sources should assist institutions with large financial aid accounts to institute management and accounting systems and provide on-site technical assistance for this purpose.	2	2,7,8	X				

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
II. RETENTION AND GRADUATION							
A. Supportive Services							
1. Increase funding levels in academic support services at the first two-years of baccalaureate training, with particular emphasis on the first six months.	5 & 8	2,8,9,11	X	X			
2. During the freshman year, students should be given continuing access to academic, tutorial and counseling resources that are part of or similar to the precollege programs.	6	2,9					X
3. Provide more effective academic and psychological support systems for Black students at traditionally white institutions.	5	2,9					X
4. Broadly disseminate the successful programs which have demonstrated increases in student retention.	5	2,9	X				
5. Provide services for the special needs of Black students with children.	5	2,9		X			X
6. That the legitimacy of special programs whose function has not yet been served be enhanced by higher education institutions and that Black students and faculty not be regarded as special features but as integral components of the academic community.	4	2,9					X
7. Universities should be encouraged to institute or continue special pre-college programs... which provide academic assistance during the summer before freshmen enroll. Students with poor secondary backgrounds are likely to need help in mathematics, reading, and writing. They are also likely to need instruction on how to study.	6	2,9					X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
II. RETENTION AND GRADUATION (cont.)							
B. Collaboration between Students and Staff							
1. Universities should encourage and provide mechanisms for more contact between Black students and the general faculty, particularly professors under whom Black students are currently studying. Such contact could come in the form of personal conferences, lunch or dinner with the professor and groups of students, or other creative patterns.	6	2,9					X
2. Black professionals should develop mechanisms for direct and continuous contact with Black students. Some Black faculty and administrators will require similar sensitizing to that advocated for their white colleagues. Black faculty and administrators ought to see their roles as academicians or administrators who serve the total university population, but, beyond that, as Black men and women who have an additional obligation to serve as models, mentors, and friends of Black students.	6	2,9					X
3. Universities should consider instituting teaching seminars, group discussions, or lectures and seminars in Black culture to help administrators, faculties, and staffs become more aware of Black students' needs and how to satisfy them.	6	2,9					X
4. Provide ongoing orientation of white administrators and faculty to the special needs of Black students.	5 & 8	2,9					X

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
II. RETENTION AND GRADUATION (cont.)							
B. Collaboration between Students and Staff (cont.)							
5. University presidents and other high ranking administrators should take the lead in helping their faculties to be more effective in teaching Black students. Such a process is likely to involve many factors: --awareness of racial attitudes and preferences; --reexamination of curricular content; --assessment of teaching strategies; and --reexamination of assumptions about who should be served by the university, who "fits" the university's image, and what social or racial characteristics are necessary for the good of the university.	6	2,9					X
6. Black students should receive an orientation to the university that helps them to: --feel that they deserve to be at the university, despite attitudes or actions to the contrary; --understand the academic expectations of the university and learn early on how to go about satisfying those expectations; --plan personal goals, which may be in keeping with or in addition to the goals of the university; and	6	2,9					X

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
II. RETENTION AND GRADUATION (cont.)							
B. Collaboration between Students and Staff (cont.)							
--learn how to locate resources that can be used to satisfy academic, social, psychological and economic needs.							
7. Universities should encourage, not discourage, Black student awareness of their heritage in all of its positive aspects. Black students need their own organizations and cultural activities as important means to deal with hostile environments and ensure the development of healthy attitudes toward themselves and other Black people.	6	2,9					X
8. Leadership should be exercised to end harassment of Black students by campus security personnel or local police.	6	2,9					X
9. Student and faculty exchange programs with research and doctorate-granting universities and with professional schools should be intensified.	2	1,2,9,10					X
III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES							
A. Institutional Assistance/Enhancement							
1. That institutional development be given a high priority in Federal initiatives involving Black colleges and that development efforts be supported by Federal, State and private sources.	2	3,8,11	X	X		X	X
2. Build endowments at the historically Black colleges and universities (HBC's).	5	3,8,11				X	X

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS						
	Report Number	Charter Area	Recommendations Directed At:				
			Federal	State	Local	Pvt. Sector	Inst./Other
III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (cont.)							
A. Institutional Assistance/Enhancement (cont.)							
3. That Federal agencies with missions paralleling those of the HBC's evidence appreciable increases in funding and placement of programs and activities at these institutions.	2	3,8	X				
4. Provide more Federal funds for additional faculty training, library materials and laboratory equipment, curriculum planning, physical plant development, and scholarship funds at the HBC's.	6	3,8,11	X				
5. That the Federal government recognize the administrative burden placed on institutions with large numbers of students on financial aid and make allowances in the SFA programs to a level based on analysis of real costs as in the case of indirect cost calculations. Further, that these allowances should be in addition to, rather than part of, the allocations awarded based on student needs.	1	3,8,11	X				
6. Government agencies (e.g., Department of Agriculture) take responsibility for past inequities in funding to Black land-grant institutions and begin to address this inequity by increasing funding and implementing special programs aimed at furthering the rural missions of these institutions, and increasing the number of graduates in agriculture-related fields. Further, Black land-grant institutions should be used as sites for Federal laboratories and training stations.	2	3,8,11	X				

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III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (cont.)							
A. Institutional Assistance/Enhancement (cont.)							
7. That the historically Black colleges be provided with funding to expand their present graduate programs and institute programs in new fields to assist in increasing the number of Blacks pursuing graduate study and expand the pool of highly competitive entrants to Ph.D. programs and law and medical schools.	1	2,8,9,10	X				
8. That the Federal government provide incentive grants to encourage institutions to train Black graduate students in areas with no or low Black faculty representation based on State and regional assessments or need.	1	1,2,3,8	X				
9. Federal agencies should recognize the special urban missions of many HBC's and utilize these institutions in urban problem solving.	2	3,8,11	X				
10. Increase research and development funds to the HBC's through specific set asides.	5	3,8,11	X				
11. That each Federal agency commit itself to the principles outlined in the Executive Order on Black colleges.	7	3,8,11	X				
12. Improve participation of HBC's in all Federal agency grant programs and increase funding levels.	5&8	3,8	X				X
13. Assist in making HBC's centers for regional and local economic and social development.	5&8	3,8	X	X			X

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III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (cont.)							
A. Institutional Assistance/Enhancement (cont.)							
14. Develop means to increase faculty renewal at the historically Black colleges. Programs are needed to assist HBC faculty in obtaining doctorates.	5	3,8,9	X				X
15. Strengthen the Title III assisting agencies for better delivery of services to HBC's.	6	3,8	X			X	
16. Title III of the Higher Education Act should be made explicitly for the benefit of Black colleges and universities.	5&2	3,8	X				
17. State planning efforts should consider the unique histories of the HBC's, both public and private and their present and potential role in the development of Black college graduates Statewide. Where uniform policies have differential impact on the Black sector they should be altered in the best interest of the Black communities which these institutions characteristically serve.	2	1,3,6,7		X			
18. Cost-of-instruction subsidies should be provided by States to cover additional costs related to compensatory services based upon the proportion of enrollment in need of these services.	2	2,8		X			
19. "Catch up" aid over and beyond State budget formulas should be provided to Black colleges to balance out past discriminatory funding. Such aid could be used for updating curricular programs, acquiring equipment, facilities, library and media holdings, and providing for endowed chairs and the like.	2	2,7,8	X				

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RECOMMENDATIONS	Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (cont.)							
A. Institutional Assistance/Enchancement (cont.)							
20. All States should allocate matching funds for Federal work-study programs so that institutions with large numbers of low-income students are not forced to use operating funds for this purpose.	2	2,8		X			
21. Program continuation policies should not be uniform throughout State systems, but should consider the characteristics of students at a given institution in terms of length of time needed for degree completion and financial resources available to students.	2	1,2		X			
22. Title III funds should be used to help institutions plan for and develop programs to further a well defined mission and purpose. In so doing, institutions could begin to impact the appropriate funding sources concordant with this focus.	2	1,2,8	X				
23. Efforts to ensure that HBC's are given a fair opportunity to participate in Federal contract and grant programs need to be enforced and maintained.	2	1,2,7,8	X				
B. Desegregation							
1. We recommend that (1) the Education Department review its desegregation criteria to determine their implications for the survival and enhancement of public Black colleges... That such a review result in rewriting the criteria to assure that Black colleges are not deleteriously affected.	7	3,6,7	X	X			

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III. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (cont.)							
B. Desegregation							
2. Develop new concepts of desegregation that cease the discussion of whether Black colleges should exist and work toward increasing Black leadership in higher education.	5	3,6,7	X	X			X
3. In efforts to desegregate State higher education systems, emphasis should be geared toward ensuring that Black public institutions are, within the parameters of their respective missions, fully prepared to serve as educational resources for all citizens in their immediate communities and States in particular and in the Nation in general.	2	3,6,7	X	X			
4. Additional other race enrollment in Black colleges required through desegregation efforts should not produce a decrease in the number of Blacks normally enrolled, but should result in a total increase in institutional enrollment. Federal and State agencies should carefully monitor the desegregation process to determine the effect on Black enrollment and attainment levels in Adams States and other States to which desegregation edicts are leveled, and to prevent erosion of Black enrollment.	2	3,6,7,9	X	X			

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IV. INCREASING BLACK PROFESSIONALS							
A. Institutional Issues							
1. Universities should recruit and hire more Black faculty, administrators, and staff to serve as models of achievement and to be resources to assist students with their problems. Both Black students and Black faculty/administrators cited this as the most important solution to the problems Black students face.	6	2,9					X
2. Universities should hire Black counseling personnel whose personal philosophies permit them to help the students to be comfortable with their Black identities and their roots, and, at the same time, to function in the larger university community.	6	2,9					X
3. That majority white institutions examine their total response to Black students' needs (including finances to meet those needs) and increase the number of Blacks in faculty and administrative positions to provide support and reduce alienation for the students.	1	2,8,9					X
4. Investigate and devise means of achieving equity for Black faculty and staff in appointments, promotions, tenure, and salaries.	5&8	10,11	X				X
5. Increase the representation of Blacks in positions which carry broader responsibilities within the higher education institutions.	5	11					X
6. Assure that the racial composition of newer predominantly Black college staff more closely reflects the racial composition of their student bodies.	5	9,11	X	X			X

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RECOMMENDATIONS	Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
IV. INCREASING BLACK PROFESSIONALS (cont.)							
A. Institutional Issues (cont.)							
7. Create appropriate mechanisms for the exchange of faculty and administrators between Black and white institutions. A similar mechanism between high schools and colleges would be advantageous.	6	2,9,11		X	X		X
8. College presidents should be encouraged to look at their hiring practices to determine if there are actions which they can take to increase the presence of Black academic personnel.	7	11					X
9. Develop mechanisms for faculty development at the HBC's.	6	3,6		X			X
10. The difference in composition of Black and white faculty and administrators in the various levels of higher education in this country must be confronted.	7	11	X				X
11. Recruit Black faculty (for predominantly white institutions) whose highest degree is at the master's level and provide support for their pursuit of the doctorate degree.	5&8	10,11	X				X

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IV. INCREASING BLACK PROFESSIONALS (cont.)							
B. Higher Education Governance							
1. The vancancies on governing boards, nationally, which are usually unfilled at any one time should be immediately filled by underrepresented groups. Where a past record of discrimination can be documented in appointing board members to public institutions, the Office for Civil Rights should work with the States in rectifying the situation. Private institutions should be encouraged to similarly fill vacant board slots with minority persons.	7	6,7,11	X	X			X
2. Academic governing Boards tend to be made up from a limited pool, unduly influenced by the political process and entrenched in the "good old boy" system. Under such a system, few Blacks can expect to be ushered into the system. Groups such as the National Urban League, the Congressional Black Caucus, National Association for Equal Opportunity in Higher Education, and other ethnic-oriented and concerned groups are encouraged to develop directories of Blacks who can serve on such boards. Such lists should receive wide dissemination.	7	6,7,11		X		X	X
V. RESEARCH AND EQUITY							
A. Data Collection							
1. Utilize Black researchers to assist in the redefinition of the types of data needed to support an assessment of equity for Blacks in higher education and the types of analyses required to monitor equity.	5	4,5,6,7	X			X	

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
V. RESEARCH AND EQUITY (cont.)							
A. Data Collection (cont.)							
2. Include retention data on Black students in data collection efforts in higher education.	5	4,5	X	X			X
3. Research the policies of funding Black students at the undergraduate and graduate levels.	5	5,6,7	X	X			
4. Further research should be done to more adequately delineate the problem with respect to the underrepresentation of Blacks at policy levels.	7	4,5,6,7	X	X			
5. That the Federal government (within its own information systems or through the support of academic or privately based research centers) systematically assure the collection and analyses of data by race and sex in elementary, secondary, and higher education as a means of monitoring Black progress in higher education.	1	4,6,7	X			X	X
6. That the educational research arm of the Federal government (NIE) adequately respond to the equity issues related to the education of Black Americans overall.	1	4,7	X				
7. The U. S. Education Department should require annual data from colleges and universities, to give accurate information by race/ethnicity, on such matters as changes in admissions policies, recruitment procedures, numbers of applicants and admissions, and attrition at all levels.	6	1,3,9	X				X

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
V. RESEARCH AND EQUITY (cont.)							
B. Establishment of Research Centers							
1. That the Secretary of Education move expeditiously to seek funding for and establish two National Centers for Black Higher Education Research and Development (at Howard University and Atlanta University) with responsibility for advising the Secretary and the research community as to the detailed implementation of policy on national data collection on Black higher education. That NIE be funding source.	7&8	4,5,6,7	X				X
2. That more policy research centers be established to focus on the issues relating to the participation of Blacks in higher education, either through NIE's auspices or in combination with other related Federal programs such as NSF, NCES, OCR, and the Census Bureau. These centers must be staffed and headed by those sensitive to the policy issues relating to Blacks.	1	4,5	X				
3. Institutions such as HBC's, with strong success records with high-risk students and exemplary programs in compensatory education and alternate learning styles, become sites for future educational research labortories.	2	4,5,6,7	X				X
4. That a special effort be made to identify predominantly Black institutions where major research on the educational needs of Blacks can be conducted.	3	4,5,6,7	X	X		X	X
5. That foundations increase their support to existing institutes having as their mission the study of problems related to the educational needs of Blacks.	3	4,5,6				X	X

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
V. RESEARCH AND EQUITY (cont.)							
C. Increasing Participation of Black Researchers							
1. That publishers and editors of educational books and journals be urged to recognize that research by Blacks on the educational problems of Blacks is important not only to the largest minority in the Nation but also to the Nation as a whole and, therefore, warrants more equitable treatment in their publications.	3	4,5				X	X
2. At the base of the problem of underrepresentation of Blacks in research is the fact that so few Blacks receive the doctorate and thus become "qualified" to do research. Further study should be done on this issue.	7	4,5,10	X				X
3. That graduate schools in major universities, especially the research universities, re-examine their attitudes regarding research relating to the educational problems and needs of Blacks -- both with respect to research offered in partial fulfillment of the requirement for doctoral degrees and as a criterion for the promotion of Black faculty.	3	4,5,10					X
4. Develop mechanisms to support scholarly and research careers, in recognition of extraordinary teaching, advising, and service demands placed on Black faculty.	5	4,5	X				
5. Increase the involvement of Blacks in research and data acquisition projects, particularly where the focus is on topics relating to Black people.	5	4,5	X			X	
6. The National Institute of Education, National Institutes of Health, National Academy of Sciences, and National Science Foundation should begin a joint undertaking to fill the gap in the Black research workforce.	7	4,5	X				

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
V. RESEARCH AND EQUITY (cont.)							
C. Increasing Participation of Black Researchers (cont.)							
7. That specific steps be taken to increase the pool of Black policy researchers:	3	4,5,10,11	X				X
a. Through a program of fellowships limited to disciplines that provide training for researchers.							
b. Through special programs, mainly at the doctoral level whose purpose is to develop competent researchers.							
c. Through expanding efforts of the experimental Program for Opportunities in Advanced Study and Research in Education of NIE and through the development of these special programs in Federal agencies.							
8. That steps be taken by the Secretary of Education to support a program to increase the pool of Black policy researchers by:	7	4,5,10,11	X				
a. Establishing internships within each of the Federal research or allied research agencies for training purposes.			"				
b. Providing a program of funding to colleges to set up training programs by establishing academic institutes at five regional college graduate institutions.							
c. Seeking funding through NIE to set up regional education policy research graduate programs (institutes).							

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
V. RESEARCH AND EQUITY (cont.)							
C. Increasing Participation of Black Researchers (cont.)							
d. Monitoring traditional research funding sources to assure their sensitivity to the policy research interests and needs of Black Americans.							
9. Develop pool of Black researchers through a different concept of funding and set-asides in existing programs.	5	4,5,10,11	X			X	
10. That specific steps be taken to increase the pool of Blacks who are competent to conduct policy research on questions relating to the educational needs of Blacks.	3	4,5,10,11	X			X	X
11. That the funding sources, especially the departments and agencies of the Federal government and the major foundations re-examine their grant patterns and procedures with respect to equity and fairness where research related to the education of Blacks is concerned.	3	4,5,10,11	X			X	

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
VI. IMPACTING POLICY							
A. Federal Level							
1. That the Committee receive a reaffirmation of its mandate from the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education, and that this affirmation be exemplified by immediately providing staff and financial resources above the level authorized in the Charter since so much time has elapsed since its inception.	8	(all)	X				
2. Increase the number of Black staff at responsible levels comparable to grade 14 and above in the Federal system and excepted appointments in management and research administration.	5	6,7,11	X	X			
3. Educate and sensitize government agency personnel to assist in the destruction of widespread stereotypes and misinformation regarding Black participation in higher education.	5	1,2,3,11	X				
4. The Federal government, in particular the Office of Personnel Management, should establish procedures which (1) allow for timely monitoring of the hiring and promotional practices of individual agencies, and (2) broaden its recruitment areas for Federal service to those areas which traditionally include large numbers of Blacks, i.e., Black colleges, Black service groups, etc. Likewise non-Civil Service (Schedule C) and other political appointments should reflect the racial composition of the society and the concerns of Black America.	7	6,7,11	X				

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
VI. IMPACTING POLICY (cont.)							
A. Federal Level (cont.)							
5. The PACE (Professional Administrative Career Exam) should be eliminated as the major entry to professional Federal service, as it traditionally eliminates all but a small percentage of Blacks who take it. A more equitable system involving culture free evaluation criteria should be sought and used.	7	6,7,11	X				
6. Develop capacity building mechanisms.	6	11	X	X		X	
7. Congress should appropriate a cost of education supplement to institutions servicing disproportionately large numbers of high risk and underprepared students to offset additional cost to the institution of remedial and special services required by such students.	2	6,7,11	X				
B. State/Local Level							
1. The Federal Elections Commission - The monitoring of election practices of the States and localities should be accelerated to make sure that legal barriers to the exercise of voting rights are not being placed before Blacks.	7	6,7,11	X	X	X		X
The Commission on Civil Rights should hold public hearings designed to get a clearer picture of the problems faced by Blacks in utilizing the ballot.			X				
Civic groups should work vigorously to register more Black voters and instruct them how to use the ballot in their own interests.						X	

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RECOMMENDATIONS	Report Number	Charter Area	RECOMMENDATIONS VIA REPORTS: Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
VI. IMPACTING POLICY (cont.)							
B. Stats/Local Level (cont.)							
2. That each State, on a periodic basis be encouraged to prepare a comprehensive assessment of the needs of Blacks in education which should form the backdrop against which educational policy designed to meet the educational needs of Blacks can be measured.	7	6,7,11	X	X			
3. That the Statewide governance structures be so constituted as to include Blacks at all policymaking levels and in all policymaking bodies.	1	6,7,11		X			
C. Affirmative Action/Civil Rights Issues							
1. We recommend that the National Association for Equal Opportunity in Higher Education (NAFEO) set as a priority the monitoring of the pace of affirmative action in all of the human resource areas. Immediately, NAFEO should take the lead in working with other Black groups to establish a national directory of Black human resources which can be used by groups seeking qualified Black human resources.	7	6,7,11					X
2. Efforts should be made to encourage affirmative action programs in the private sector -- not only their establishment but also their vigorous pursuit of equal opportunity goals. There should be a monitoring mechanism for scrutinizing the appointment of staff persons to associations in order to insure a larger Black participation. Much can be done through utilization of several key strategies:	7	6,7,10,11				X	X

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RECOMMENDATIONS	RECOMMENDATIONS VIA REPORTS: Report Number	Charter Area	Recommendations Directed At: Federal	State	Local	Pvt. Sector	Inst./Other
VI. IMPACTING POLICY (cont.)							
C. Affirmative Action/Civil Rights Issues (cont.)							
a. exposing the absence or limited presence of Blacks, b. encouraging networking among Black professionals, c. seeking more post-doctoral and other special training programs for Black professionals, and d. enlarging the numbers of Blacks in graduate and professional programs,							
3. The foundations should more effectively use Black interest groups in order to: a. identify Black persons qualified to fill open slots, and b. identify issues to which they should respond which have relevance for Black higher education.	7	6,7,11				X	X
4. The Office for Civil Rights should be given the legal authority and encouraged to pursue not only those States which practiced de jure segregation but also those with a past history of de facto segregation as well.	7	1,6,7,9,11	X a	X			
5. That steps be taken wherever necessary to assure appropriate representation of Blacks on the administrative staffs and boards of educational organizations that make and administer educational policies.	3						

PART II - Specific Recommendations made via Correspondence

The tabular presentation of correspondence sent is listed in chronological order. Each entry listed notes the date, addressee, subject of the correspondence, related Charter area(s), and any response to the recommendations made. The Committee often used correspondence on issues which had some urgency and required immediate communication regarding the particular subject. The attached summary table lists the various issues that were addressed in the correspondence and the number of times a letter was sent which focused on any aspect of that particular issue.

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SUMMARY TABLE

PART II - SPECIFIC RECOMMENDATIONS VIA CORRESPONDENCE

ISSUE	Number of correspondence on particular issue*					
	1977	1978	1979	1980	1981	1982
Bakke	1	-	-	-	-	-
Committee extension, resources, Charter functions	-	3	1	1	3	2
Title III	-	2	3	2	1	1
Student Financial Assistance	-	2	2	2	1	1
Adams States	-	1	-	1	2	-
New Department of Education	-	1	1	2	-	-
Special Programs - TRIO, GPOP, Titles IX & X of the Higher Ed. Act	-	-	2	1	-	-
President's Directive on Black Colleges	-	-	-	2	-	-
On general role of HBC's	-	1	-	-	1	2
Minority Institutions Science Improvement Program (MISIP)	-	-	-	1	-	-
Transition Team	-	-	-	1	-	-
Blacks in decision-making positions	-	-	-	1	-	1
College Endowment Funding Plan (CEFP)	-	-	-	-	-	1
Data collection	-	-	-	-	-	1

* Some correspondence addressed more than one issue.

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
09/14/77	Honorable Joseph A. Califano, Jr. Sec'y, D.H.E.W.	Regarding the Regents of the University of California vs. Bakke case which challenges the constitutionality of special minority admissions program. The Committee unanimously commended the Secretary for recommending to the Attorney General and the President that they file an amicus curiae brief in support of the UC in the Bakke case.	1,2,3,9, 10 & 11		
02/03/78	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W.	Recommended extension of Committee Charter to allow for two full years of operation with adequate resources.	1 - 12		1. Response (dated 02/28/78) from Dr. Mary F. Berry to Committee correspondence of February 3 and May 3 requesting the extension of the Charter. Dr. Berry recommended the preparation of papers to extend the Committee's life and urged Secretary Califano's timely approval. 2. Charter renewed through December 22, 1979 by Califano, 12/07/78.
02/16/78	Dr. Ernest L. Boyer Commissioner of Education	Stressed need for personnel and financial resources.			1. In a letter dated (04/03/78) Commissioner Boyer acknowledged receipt of letter noting the need for additional resources. Issues (personnel, etc.) cited will be included in future discussions with Drs. Pierce and Mayo.
03/07/78	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W.	Recommended offering encouragement to Adams States negotiating in good faith and developing acceptable plans: giving priority in the allocation of discretionary funds or in the awarding of competitive grants and contracts, for example:	1,3,8,10 & 7		1. In a letter (dated 04/13/78) Secretary Califano informed the Committee that he had assigned Assistant Secretary Berry to consider the use of existing grant programs to encourage State systems to meet Federal guidelines.

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
03/07/78	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W. (cont.)	In the case of the historically Black colleges and universities, the Federal government should bear some of implementation costs.			2. Response from Dr. Mary F. Berry (dated 09/07/78) to Committee's letter discussing the potential impact of Federal grants and contracts on desegregation plans in higher education. Dr. Berry briefly outlined the coordination of grant review procedures to States to assure that awards are consistent with the law and Federal policy.
04/11/78	Dr. Ernest L. Boyer Commissioner of Education	Impact of delay in setting a closing date for accepting applications and making awards under the Basic Institutional Development Program (HEA Title III). Recommended continued use of existing procedures.	6,7,&12		In a letter (dated 05/08/78) Dr. Boyer outlined OE's plans for resolving the problem of delay. He assigned highest priority to processing applications for FY 1978 funds and planned to notify current grantees by telephone of their FY 1978 status by mid or late June. The institutions would be reimbursed at the time funds became available for expenses incurred between date of telephone notification (or date grant activity is scheduled to begin, whichever is later) and date official award document is signed.
04/11/78	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W.	Concerns regarding the impact of the proposed Department of Education on Black Americans, equality of educational opportunity, and civil rights activities, such as affirmative action and desegregation. Recommended the development of a comprehensive national policy to guarantee, and vigorously implement, a program to advance equal educational opportunity whether or not a new Department of Education is established.	6,7		Letter from Secretary Califano (dated 07/03/78) expressing support regarding Committee's stated concern about the continued commitment of the Agency to equal educational opportunity in the wake of OE reorganization. Cited recommendations that civil rights enforcement will have a high priority in developing the structure for the new department.
04/11/78	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W.	Opposition to tuition tax credits, support of Administration's proposal to revise family income ceilings of present programs to respond to impact of inflation, and opposition to any diminution of current student financial aid funds.	2,6,7,&8		In a letter (dated 05/22/78) Secretary Califano acknowledged receipt of and expressed thanks for Committee's letter supporting the Administration's position opposing tuition tax credits and expressing a renewed commitment to student financial assistance.

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RECOMMENDATIONS FOR CHANGE

Date	By	Subject	Charter Area	No Response	Response
06/14/78	Mr. William Horan Acting Chief, Basic Grants Policy Section, Division of Policy and Program Development Bureau of Student Financial Assistance	Recommended changes to proposed technical amendments to Basic Educational Opportunity Grant Regulations.	6,7,8,9		
		1. Recommended that the effective date for new requirements holding institutions responsible to verification of information on the SEB - With-holding of Payments be delayed until one year after the availability of the administrative cost allowance.			1. In the final regulations for the Pell Grants (BEOG) section 690.77 published 12/31/80, their is no provision for a delay.
		2. Supported regulations regarding requirement of GED or high school diploma for participating students, applicable to proprietary schools.			2. Retained in the 1980 regulations.
		3. Advocated language in the General Provisions Regulations Pertaining to Student Assistance Programs that "fund cut off" under one program would not result in the end to all Federal assistance going to an institution.			3. Final Regulations for Student Assistance General Provisions (12/31/80). §668.74-77 contains language that offers the possibility of a cut-off of all Title IV student assistance funds should an institution be found in violation of any regulations or laws.
08/12/78	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W.	General recommendations regarding the historically Black colleges, including long term support by the Department, use of factual base regarding these institutions, increased sensitivity and support in the development of policies, support to institutions to increase access and retention of Black students, and a more positive	3	X	No written response.

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RECOMMENDATIONS FOR CONSIDERATION

Date	By	Subject	Charter Area	No Response	Response
12/28/78	Dr. Anita F. Allen cont.	that would protect the interests of the HBC's;			of HBC's and would continue to do so.
		4. adding a sentence to 180.22(a) that specifies that consortium participation is to be voluntary;			4. and addition was made to incorporate the concept of voluntary participation.
		5. adding a specific listing on paragraph (d)7 to section 180.31 on training;			5. no change made on the grounds that section 180.31(d)(5) takes care of this concern.
		6. deleting paragraph (e)(3) of section 180.22 tying Titles III and IV together; and			6. no change made in this regard.
		7. adding to section 180.22 a paragraph (e) permitting reapplications at the end or during a grant period if deemed necessary.			7. a paragraph (e) was added allowing further assistance at the end of a grant period and during a grant period through consortia.
04/18/79	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W. Dr. Mary F. Berry Assistant Secretary for Education Dr. Ernest L. Boyer Commissioner of Education	Reauthorization recommendation for Student Financial Assistance, Graduate and Professional Opportunity Program, TRIO, and Developing Institutions Programs. The Committee recommendations stressed that the new legislative proposals and regulations should support rather than slow progress toward equal education opportunity.	5,7,8		In a letter dated (05/14/79) Commissioner Boyer acknowledged receipt of the Committee's recommendations for the reauthorization of the Higher Education Act. Commissioner Boyer welcomed the Committee's viewpoint on matters related to Title III, the Special Programs, and Student Financial Assistance. Individual recommendations by the Committee were not addressed specifically.
06/19/79	Honorable Joseph A. Califano, Jr. Secretary, D.H.E.W.	Letter transmitting resolution passed unanimously by the Committee at Tuskegee Institute, Alabama on June 4,	8,7,5		1. In his letter (dated 07/30/79) Secretary Califano informed the Committee of his belief that the new regulations proposed by the

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
09/12/78	Secretary, D.H.E.W. cont.	portrayal of these institutions in future directives or statements. (Follow-up letter on 08/03/78 meeting between Secretary Califano and Committee members.)			
10/17/78	Dr. Ernest L. Boyer Commissioner of Education	Requested approval and implementation of needed financial and personnel resources.			In a letter dated(11/28/78) Commissioner Boyer acknowledged receipt of letter and announced approval of the $130,000 (non-staff) budget. Letter also authorized eleven positions for the Committee. Attachments specify status and expenditures. Vacancies will remain open until personnel "freeze" eases.
12/28/78	Dr. Anita F. Allen Acting Director, Division of Institutional Development	Recommendations on changes to the proposed regulations for the Strengthening Developing Institutions Program (HEA Title III) to prevent an adverse impact of such regulations on the historically Black colleges.	6 & 12		
		Specifically the Committee recommended:			The final rules for Title III published 03/30/79 provide the response to Committee recommendations:
		1. deleting section 169.17(e) items 1, 2, 3 on the grounds that it permitted too much Federal intrusion in institution's concerns;			1. no change made in rules because the requirement was governed by statute.
		2. removing duplicative language from section 169.12(d);			2. duplicative language was removed.
		3. adding language to section 169.4 (b)(c) and a new paragraph (d)			3. no change was made on the grounds that the Commissioner has considered the special needs

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
06/19/79	Dr. Mary F. Berry Assistant Secretary for Education Dr. Ernest L. Boyer Commissioner of Education	1979, recommending that Title III of the Higher Education Act be made explicitly for the benefit of Black colleges and universities.			Department emphasizing a federal commitment to providing higher education opportunities to low income or minority students would effectively address Committee concerns. He also spoke on the role of the President's Directive in the development of Black colleges and the implementation efforts being made by HEW, and encouraged Committee comments on Title III and other parts of the Higher Education Act. 2. In the Administration's proposals for HEA Reauthorization Legislation, the purpose of the Title III program is to strengthen institutions with large numbers of low-income students, who lack resources, and who are taking steps to improve survival chances.
08/30/79	Honorable Patricia R. Harris Secretary, D.H.E.W.	Letter congratulating Ms. Harris on her appointment as Secretary of the Department of Health, Education and Welfare and asking that the Advisory Committee be extended beyond December 22, 1979.			On 12/11/79 Secretary Harris signed the Notice of Renewal of the National Advisory Committee on Black Higher Education and Black Colleges and Universities until June 30,1980.
11/05/79	Dr. Mary F. Berry Assistant Secretary for Education	Position paper expressing Committee's viewpoint on unresolved issues relating to the reauthorization of the Higher Education Act pending in the Congress. The Committee supported maintaining the minimum wage in College Work-Study. In terms of the loan program, recom-	6,7,8, & 10	X	

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RECOMMENDATIONS FOR CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
11/05/79	Dr. Mary F. Berry (pd).	...mended keeping interest rates "as low as possible", consolidating loans made by students, extending repayment period, maintaining a "grace period," and offering a graduated payment option. Also, a hardship waiver in times of high unemployment, loan cancellation on death or disablement, and study into possibility of partial loan cancellation for certain public service employment. Urged loan assurance by federal government and states, and greater protection for low income students in the needs analysis formula. Recommended increasing appropriations for BEOG program, raising the ceiling of BEOG and SEOG, and raising the one-half provision. Also favored including part-time students in the program. Recommended keeping TRIO program criteria at level that permits the largest number of minority and low income group participation. In terms of Title III, favored limiting eligibility to institutions with high low-income minority enrollment and special consideration to HBC's. Was against a fund set aside for community colleges, suggesting assistance for them under Title X program. Also recommended HBC eligibility for as long as need persists, options for reducing Title III dependency, and an authorization level set at $250 million. The Committee supported the			

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
11/05/79		special minority focus of Title IX-GPOP and recommended a $15 million appropriations level for the program.			
11/05/79	Dr. Mary F. Berry Assistant Secretary for Education	Recommended that there be an Office of Policy Analysis and Development related to the education of Black Americans within the new Education Department.	4		In a letter (dated 11/26/79) Dr. Mary Berry stated that she had shared her concerns about Black colleges with the Secretary-designate and that the Committee's proposal was one that should receive "serious consideration". She also indicated that she would forward the Committee's letter to the Secretary.
02/25/80	Mr. Louis Martin, Special Assistant to the President Honorable Shirley Hufstedler Secretary of Education	Issues pertaining to the President's Directive on Black colleges. Analysis of the FICE report uncovered a major error which, when corrected, strengthened the case for implementing the President's Directive on Black colleges. Other preliminary analysis suggested that student financial aid ricelpts and Title III funding were decreasing for Black colleges. The Committee recommended a review of Title III and Student Financial Aid, since these data governed HEW's behavior toward the colleges in terms of support.	1,3,4,6, 7,12,6		On 8/8/80 President Carter replaced his Directive with an Executive Order on Historically Black Colleges and Universities. (Indirect response)
03/03/80	Honorable Shirley Hufstedler Secretary of Education	Request for the extension of the Charter from June 30, 1980 to December 31, 1982.	1 - 12		1. Response from Margaret McKenna, Deputy Under Secretary (dated June 3, 1980) indicated that some of the steps needed to ensure the continued functioning of the Committee had begun.

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RECOMMENDATIONS FOR CONSIDERATION

Date	By	Subject	Charter Area	No Response	Response
03/03/80	Secretary of Education appt.				2. In a letter dated (03/03/80) Secretary Hufstedler invited Dr. Blake to serve on the Committee and as the Chairperson for a term ending June 30, 1982.
04/09/80	Honorable Shirley Hufstedler Secretary of Education	Recommendations for ensuring the place of Black higher education needs in the new Department of Education's structure. The Committee recommended: 1) that Blacks make up a significant part of the internal decision-making structure to ensure sensitive hearing to Black education concerns; 2) that a permanent subcommittee in charge of monitoring Black education concerns be established; 3) that consideration be given to establishing an office at the undersecretary level accountable for Black education issues; and 4) that the Department incorporate into its planning the higher education research and research training needs of Black Americans.	6,7		1. Under Carter's Administration 5.6% of HEW's GS- 17-18 (where policy decisions are most likely made) were Black, but there is no way of determining whether they were actually responsible for making policy decisions. 2. There is no FICE Subcommittee on Black education concerns. 3. No Under Secretary for Black education issues. 4. No response to last recommendation.
04/11/80	Mr. William Gaschelder, Director of Planning Staff	Developing mechanisms in the Department's planning and budget process that would ensure equal educational opportunities for all citizens, one of the major purposes for the Department's establishment. The Committee proposed: a standardized policy-making process that would relate unit policies to Department policies and a monitoring mechanism to oversee its proper	6,7	X	

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
04/11/80	Mr. William Geschaider cont.	implementation; closer coordination among the elementary, secondary and postsecondary education tiers; national standards for educational achievement to monitor the equitability of State efforts in this area; a stronger agency to handle interagency education policy development; and a mechanism for incorporating real needs in education in Education Department policy.			
04/16/80	Dr. Alfred L. Hays' Deputy Commissioner for Higher and Continuing Education	The Title III funding process for FY 1980-81. Based on a report and subsequent discussion of the Title III funding process at the March meeting, the Committee recommended the following: requiring an experience/background study of reviewers to assure an adequate match between readers and proposals; establishing an appeals process that would afford applicants the opportunity to challenge the readers' decisions; returning the power to make corrective judgements of readers' actions to OE management personnel and the Office of the Commissioner as well as granting OE Title III staff the right to review rejected proposals before final decisions are made; and evaluating technical assistance consortia separately from individual institutions and establishing criteria to reflect the nature of bilateral and consortia arrangements.	3,6,7,8 12		The Committee received a detailed response from the Deputy Assistant Secretary for Institutional Support (dated 8/26/80) explaining that office's reasons for not employing the Committee's suggestions. He felt the review process suggested by the Committee would cost too much time and money, and then would not guarantee desired results (based on experience with a similar review process). The suggested appeals process was seen as potentially delaying awards, since it would provide every unfunded application the opportunity for reexamination. In terms of the third suggestion, he informed the Committee that the (former) Office of the Commissioner makes corrective judgements on readers' actions, but that the final decision was the responsibility of the appropriate program officials. Further, EDGAR outlines the legal process for appeals. Referencing the final recommendation, he stated that the review criteria were appropriate for both bilateral and consortium arrangements but that should experience prove otherwise separate criteria would be considered.

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RECOMMENDATIONS FOR CORRESPONDENCE

Date	To	Subject	Charter Area	By Response	Response
05/01/80	Honorable Shirley Hufstedler Secretary of Education	Analysis of and recommendations on the Senate proposed changes to Title IX of the Higher Education Act. The Committee objected to the Senate version of the legislation on the grounds that as stated sections B, C, and D were unresponsive to the needs of Black higher education and Black colleges and universities. In section B, including public service, nursing, and fuel conservation students as additional categories for grant awards without a concomitant increase in funding level and considering membership in an underrepresented minority as but one of many criteria were seen as obscuring and hence understating the original purpose of GPOP -- to increase participation of minorities and women in postsecondary education. It rejected the portability aspect of awards made under Part C and the basing of selection on "demonstrated achievement" as potentially favoring the prestigious institutions and reinforcing reliance on standardized tests, and criticized Part D for limiting financial support to only one year for students who had already demonstrated an inability to support graduate school costs. The Committee recommended a minimum funding level of $15 million, retaining GPOP's original mission of serving underrepresented minorities, and a review process for insuring that Black graduate schools	3,6,7,8 10		1. In her letter (dated 8/21/80) Secretary Hufstedler explained that in the conference version of Title IX which is an attempt to reconcile Senate and House differences, Part B National Talent Grants, was dropped and Part C, National Graduate Fellows program in arts, Social Science, and Humanities, was retained. The Secretary assured the Committee that efforts would be made to assure equitable distribution, should the program be funded, through Board appointments and/or through regulations.

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
06/03/80	Secretary Hufstedler cont.	get their share of GPOP institutional grants as well as student fellowship awards.			
09/19/80	Honorable Shirley Hufstedler Secretary of Education	The Department's proposed budgets for FY 1982-86 as they relate to the Minority Institutions Science Improvement Program (MISIP). The Committee expressed its concern over the exclusion of MISIP from the proposed budgets. It recommended reinstating MISIP in the Department's budgets beginning in FY 1982 and considering the possibility of increasing the Program's funding level to offset the growth of its eligibility pool and inflation.	6,7		In a letter (dated 11/25/80) Secretary Hufstedler assured the Committee of Departmental support for MISIP. She went on to explain that the program was placed in the Office of Educational Research and Improvement under the direction of the Fund for the Improvement of Postsecondary Education, and was recommended for continuation in the Higher Education Amendments of 1980. She also indicated that the Department would be working for MISIP's continuation for FY 1982 and beyond.
12/02/80	Ms. Lorelei Kinder, Education Transition Team	Recommendations to the Reagan Transition Team on issues relevant to the Committee's mandate. At the request of members of the Transition Team, the Committee submitted a set of issue papers that outlined those needs requiring the Team's immediate attention. The Committee urged: preserving student financial assistance programs for those students with the greatest need; coordination of efforts to accelerate Black participation in science and technology; providing Federal incentives for improving articulation between two-and four-year colleges; adopting evaluation and	1,3,4,6,	X	

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Progress
12/02/80	Hon. Lerskyi Elmer cont.	selection techniques that permit equitable participation of Blacks in fellowship and grant programs; continuation of President Carter's Executive Order on Black Colleges; increasing the percentage of Blacks in key policy-making positions in the new administration and federal departments; and a more business-like approach to monitoring states under the Adams order.			
01/27/81	Honorable Terrel H. Bell Secretary of Education	Letter highlighting the Committee's concern for the disproportionate representation of Blacks and other minorities, qualified and sensitive to Black institutions and concerns, in decision-making positions within the Federal government, specifically the Department of Education. Recommended a nine(9) point plan of action to move toward a more equitable representation of Blacks in upper level positions.	3,5,6,7 11	X	
02/04/81	Honorable Terrel H. Bell Secretary of Education	Letter congratulating him on his appointment as Secretary of Education and suggesting that he look vigorously into other kinds of discretionary sources of support to replace the Committee's funding level if funds were not available from committee management.	1 - 12	X	

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
03/09/81	Honorable Terrel H. Bell Secretary of Education	Committee's position on: • the benefits to Black colleges resulting from their participation in the Title III program; • the impact on Black higher education achievement if Black colleges were not in existance; • the effect of OCR's interpretation of the enforcement of the Adams desegregation mandate on the historically Black colleges; and • the impact on Black students and Black colleges of proposed changes in federally funded student financial assistance, forwarded to assist the Secretary with his testimony before Congress.	3,6,7,8, 11,12	X	
03/27/81	Honorable Terrel H. Bell Secretary of Education	Recommended that: • there be no dimunition of higher education data collected by race; • FICE resume collection of data on Federal funds flowing to all colleges and universities and to the HBC's; • the data which are currently collected be made available in a useful format on a more timely basis; and	3,4,5,6, 7,11,12	X	

RECOMMENDATIONS FOR CORRESPONDENCE

Date	By	Subject	Charter Area	No Response	Response
03/27/81	Secretary of Education cont.	o similar data collected by various ED divisions and EEOC be compared so that current and trend data may be devised to ascertain the full spectrum of what is transpiring in the higher education of Black Americans and in the historically Black colleges and universities.			
04/07/81	Honorable Terrel H. Bell Secretary of Education	Concerns regarding OCR's desegregation activities in States where HBC's are located, and certain policies that ED has pursued regarding the dismantling of the dual systems of higher education which seriously affected enrollments in and cast doubts on the credibility of the HBC's. Highlighted data analyses problems which prevent effective and adequate monitoring of the statewide plans in the Adams States and which focus on serious enrollment declines at HBC's. Recommended the swifter analyses of data collected by OCR in the Annual Desegregation Reports mandated by the Adams decision. Also encouraged discussions between OCR and the Committee.	3,4,5,6, 7,11,12	X	

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
09/09/81	Dr. Thomas Malady, Assistant Secretary for Postsecondary Education	Letter stating the problems the Committee has faced regarding the instability of staff and funding resources. The Committee suggested the possibility of forwarding a proposal to NIE or some other funding source in the area of educational improvement under which the functions of the present Committee could be subsumed. Such a proposal would maintain consistency of support for personnel and funding and would also allow for providing advice to the Secretary on a continuing basis.	1 - 12	X	
01/20/82	Honorable Terrel H. Bell Secretary of Education	Recommended offering encouragement in support of The College Endowment Funding Plan (CEFP) which would lessen the HBC's reliance on the Federal government, and move them toward self sufficiency, and build a solid financial base to assure their existence, viability and growth. Recommended that the Secretary find a way to support this effort either through legislative initiatives or through appropriate programmatic thrusts.	3,8,11		Response (dated 3/13/82) Secretary Bell stated that he was familiar with the general outline of the plan and with the Administration's focus on resolving crucial economic and budgetary problems no new legislative initiatives were being proposed. With regard to programmatic changes, the current Title III statue does not authorize the Department to award grants for use under the CEFP. Secretary Bell stated that the Challenge Grant Program and Special Needs Program set aside funds should help HBC's overcome some of their problems. He encouraged the HBC's to take advantage of these opportunities.

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RECOMMENDATIONS FOR CORRESPONDENCE

Date	To	Subject	Charter Area	No Response	Response
02/04/82	Honorable Terrel H. Bell Secretary of Education	Concerns of representative student groups regarding issues of primary concern to the Committee on equity in higher education, the role of the HBCU's, and effects of the Administration's policies and budget changes. These concerns/presentations were forwarded to the Secretary with the expressed hope that he would read them and also share them with President Reagan.	1,3,6,7, 9,11,12	X	
02/04/82	Honorable Terrel H. Bell Secretary of Education	Concern regarding the Department policy stance on the development of field reader panels to review Title III proposals. The letter also congratulated the Department on the selection of the newly appointed members of the Federal higher education policy team.	3,8,12		Response (dated 2/10/82) Secretary Bell assured the Committee that the selection criteria will not exclude individuals simply because they are employed at institutions which are eligible for Title III assistance. However, readers must meet certain standards to ensure that only qualified readers review the applications.
03/17/82	Honorable Terrel H. Bell Secretary of Education	Letter transmitting the Committee's report, Target Date, 2000 A.D.: Goals for Achieving Higher Education Equity for Black Americans, Volume II, which is the companion report to Volume I. This volume provides a narrative description of the many and varied costs, and losses to this Nation, if the overall goal of achieving educational equity for Black Americans is not attained.	11,12	X	

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RECOMMENDATIONS VIA CORRESPONDENCE

Date	To	Subject	Charter Area	In Response	Response
03/17/82	Secretary of Education cont.	The Committee cited need for the establishment of an appropriate mechanism for the review of the recommendations made in both Volumes I and II.			
03/24/82	Honorable Terrel H. Bell Secretary of Education	Request for assistance in securing an exemption from the Department's moratorium on printing in order to publish two reports by the Committee: Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans, Volume II, and The Black Higher Education Factbook.	11,12		Response (dated 5/4/82) from Anne Graham, Assistant Secretary for Legislation and Public Affairs stating the moratorium would be lifted as soon as ED's control system is approved and implemented. Notifications will be received shortly on procedures to secure approvals for printing and producing publications.
04/21/82	Honorable Terrel H. Bell Secretary of Education	Recommendations for a more formal relationship between the higher education policymakers and any successor advisory commission: • That there be a stronger interaction between the work of the Commission and the people who make policy at the Federal level on issues of import to Blacks in higher education. • That the Department's policy-makers be more responsive to the advisory Commission by keeping a constant flow of communication between themselves and the new Commission.	1 - 12	X	

APPENDIX D

COMMITTEE STAFF

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STAFF DIRECTOR (PROGRAM DELEGATE)

Carol Joy Smith

SENIOR RESEARCHERS

Alfred L. Cooke
Linda J. Lambert
Glenda Partee-Scott

JUNIOR RESEARCHERS

Linda E. Byrd-Johnson
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Patricia S. Lucas
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SUPPORT STAFF

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Robin A. Turner

Staff who served less than a year

A. SENIOR RESEARCHER

Barbara Guthrie Morse
Cecelia A. Wisdom

B. SUPPORT STAFF

Delores Glenn
Carol Love
Patricia Pearson
Pamela Marshall

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THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his/her responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Education, and the Assistant Secretary for Postsecondary Education. The Committee examines all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular advises and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

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(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a long-range plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee consists of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years, subject to the renewal of the Committee. The Secretary designates one of the fifteen (15) members as the Chairperson. Members are persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services are provided by the Program Delegate to the Committee who is appointed by the Assistant Secretary for Postsecondary Education.

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MEETINGS

The Committee meets not less than four times each year with the advance approval of the Secretary or designee. The Secretary or designee approves the agenda for each meeting. Meetings are open to the public except as may be determined otherwise by the Secretary. Public notice is made of all Committee meetings, and a Federal official is present at all meetings. Meetings are conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is $130,000. Estimated person-years of staff support is ten at an estimated cost of $210,000.

REPORTS

The Committee submits to the Congress on or before June 30 of each year an annual report which contains as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress.

A copy of the annual report is provided to the Committee Management Officer.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations to the Department of Education throughout the year.

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DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities terminates June 30, 1982.

APPROVED:

June 19, 1980
Date

Steven A. Minter
Acting Secretary

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